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This report presents the findings and recommendations of a study conducted to determine ways of improving library service in Kentucky. The study involved the examination of Kentucky's school, public, academic and special libraries and the Department of Libraries, followed by the development of a statewide plan of library service which includes a program for funding the plan. Study data were obtained from questionnaires sent to all types of libraries, visits to libraries in each category, interviews with over 50 librarians and staff members of the Department of Libraries, and an examination of relevant literature. It was concluded that library service at all levels in Kentucky needs to be expanded and coordinated if it is to meet the needs of current and potential library users. Although the Department of Libraries has been the source of energy and innovation in the library system, it is time for all types of libraries to make a greater contribution of their own. The basic recommendation for improvement is a plan for establishment of a statewide library network. This will involve strengthening of the Department of Libraries, establishment of resource centers, larger units of service, direct funding for public libraries, and a training program for librarians. Priorities are set and a system of funding is proposed. Appendixes include survey questionnaires and a 22-item bibliography. (JB)

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A PLAN OF LIBRARY SERVICE FOR THE COMMONWEALTH OF KENTUCKY

Report to:

KENTUCKY DEPARTMENT OF LIBRARIES

June 1969

C-70348

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70348

ACKNOWLEDGMENTS

Our field work for this report was conducted during the summer and fall of 1968. Questionnaires were distributed to school, public, academic and special libraries during this period. It should be noted that several tables in the report are based on the information provided by the questionnaire returns. Our findings and recommendations are predicated on information produced from interviews, questionnaires, reports and the statistics available to us.

The case team from Arthur D. Little, Inc., Mary Heneghan, Stefan Moses, and Walter W. Curley, Case Leader, wish to acknowledge the assistance of all the librarians who participated in the study by answering questionnaires, and/or by being interviewed. Many other individuals provided us with background material on Kentucky and Kentucky libraries which assisted us in interpreting our findings.

To the members of the Governor's Committee for Library Development, the Advisory Council for LSCA, Title III for Kentucky and the officers of the Kentucky Library Association, we express our appreciation for their interest in our study and their many contributions as individuals and as a group. It was a pleasure to work with them during the study.

The staff and administration of the Kentucky Department of Libraries were most generous in giving of their time and knowledge to assist the members of the study team. Miss Margaret Willis, State Librarian and Miss Emily Huston Dawson, Title III Coordinator, shared with us their great knowledge of Kentucky, especially the development of library service. We wish to acknowledge their professional assistance and their many acts of kindness to us during the course of the study.

Walter W. Curley, Case Leader
Stefan Moses
Mary A. Heneghan

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SUMMARY

A. PURPOSE AND APPROACH

This report presents the findings and recommendations of a study conducted by Arthur D. Little, Inc. (ADL) for the Kentucky Department of Libraries, to determine ways of strengthening library service in the Commonwealth. Our assignment involved looking at the strengths and weaknesses of Kentucky's school, public, academic, and special libraries, and of the Department of Libraries, and developing a statewide plan of library service including a program for funding the plan.

To obtain information on Kentucky's libraries, we sent questionnaires to virtually all librarians in all types of libraries, visited a number of libraries in each category, and held interviews with more than 50 librarians. We also visited the Department of Libraries and discussed its operations with staff members. Finally, we met several times with members of the Governor's Committee for Library Development and the Advisory Council for LSCA Title III. The Department of Libraries made available to us considerable statistical information and information on the laws pertaining to Kentucky's libraries. We drew extensively on this material and on other literature; a bibliography is appended to this report.

B. CONCLUSIONS AND RECOMMENDATIONS

We believe that library service at all levels in Kentucky needs to be expanded and coordinated if it is to meet the needs of current and potential library users. Library resources for everyone are either available in the state or can be obtained, but individual libraries cannot expect to provide them all on their own. Advances in technology involving the computer, publications in microform, and new audiovisual materials have created additional opportunities for the sharing of library procedures and services.

Traditionally, the Department of Libraries has been the source of energy and innovation in the library system. In view of the financial and space constraints under which the Department has operated, we believe that the level of library service it has been able to achieve is surprisingly high. However, more is needed, and it is time for the local public library and for the school, academic, and special libraries, to make a greater contribution of their own to shaping the future of library service in Kentucky.

Operating against such an exercise of local initiative are, first, the fact that despite recent progress many libraries still operate in relative isolation from one another and, second, the fact that Kentucky shares with many states a severe shortage of qualified professional librarians to act as leaders in strengthening service. The plan we have developed for Kentucky's libraries is designed to address these problems.

The principal components of this plan are as follows:

- Expansion of the Department of Libraries, perhaps renamed as the Department of Library Service and Development, to serve as the coordinating agency for a statewide network and to provide backup resources and consultant services to all libraries.
- Establishment of a State Library Board or Commission.
- Organization of three Department branch offices to provide interlibrary loan, reference, and other services to libraries within designated geographical areas, and to refer to the Department requests that they are unable to meet locally.
- Designation of the University of Kentucky, University of Louisville, and Louisville Free Public Library as resource libraries for the Department.
- Phasing out over a four year period of the current program of regional libraries and its replacement with a system of public library mergers to strengthen library service at the local level.
- Inauguration of active and responsive communications and delivery systems throughout the network.
- Production of bibliographic tools, including a union list of serials, union catalogs, subject lists, and specialized indexes, so that librarians are aware of the library materials available throughout the Commonwealth.
- Expansion and further automation of the Processing Center; application of automated procedures to other library activities, particularly business routines.
- Improved personnel programs, including better salaries and fringe benefits and a major collaborative effort among libraries and library schools to strengthen library education.

- Increased library funding at the state level to bring total library support -- state and federal -- to $6 million, and allocation of these funds in a manner that promotes the expansion of the Department of Libraries, development of the recommended statewide program of service, merging of local libraries, and -- through scholarships and work-study grants -- the continuing education of professional librarians for the Commonwealth.

Priorities

1969 - 1970

- Establishment of communications network including TWX, WATS lines, and other appropriate services.
- Preparation of union list of serials.
- Preparation of revised statutes to provide for:

  State Library Board,
  Recommended changes in scholarship program,
  Recommended change in name of Department of Libraries, and
- Organize in-service training programs at all levels.
- Develop plans for new State Library building.
- Complete automation of acquisitions, cataloging, processing and business operations.
- Implement recommended changes in Department of Libraries administrative organization beginning with new lines of authority.
- Expand State Library collection of materials.
- Phase out at least one regional library system and develop merged library concept
- Implementation of delivery service
- Inaugurate an aggressive public relations program by preparing news releases, spot radio and TV announcements as well as special services for libraries

1971

- Open one branch office
- Provide partial funding for each of the three resource centers

- Develop new bibliographic tools such as union catalog, special subject lists, and the like.
- Institute new program of training for librarians with workshops, closed-circuit TV and programmed instruction.
- Phase out from three to five regional library systems and develop merged libraries.
- Statewide borrowers card.

1972

- Open second branch office.
- Phase out five regional library systems.
- Expand materials collection to include all printed material as well as audiovisuals which will then be available.

1973

- Open third branch office.
- Phase out remaining regional library systems.
- Move into new state library building.

I. NATIONAL TRENDS IN LIBRARY SERVICE AND MANAGEMENT

A. LIBRARY SERVICES AND RESOURCES

Libraries should be reflections of and participants in the life of the community -- college, school, company, or municipality. In order to make this possible many of the traditional concepts of library service have changed and are changing. Therefore, it is not unusual to find libraries including framed pictures and prints among their holdings or placing collections of paperbacks in railroad stations, restaurants, and other places where the general public is apt to be. School libraries are becoming information centers, and universities have dial access facilities for special lectures, readings, and recreational listening. Special libraries are joining with each other and with public and university libraries to institute cooperative acquisition programs, develop union lists of serials, and share resources and services.

Public libraries, with the impetus of federal funding and the demand for more services, are tending to larger units of service; these are economically feasible and can provide better services at different levels. The development of regional libraries during the 1950's generally involved public libraries only. Now the system or network is more apt to involve public, school, academic, and special libraries or some combination of these. Shared services include consulting, processing, book selection, story hours, adult education, or other special programs, and the like. Perhaps the most widely used is interlibrary loan. The profession had recognized that a model interlibrary loan code for state, regional, and multilibrary systems is necessary, and a draft code is currently available for consideration. This code eliminates most of the restrictions which appear in the standard ALA Interlibrary Loan Code. The model code for state and regional libraries could also be used for libraries in communities in adjoining states, provided it is acceptable to all involved.

The basic services of reference, interlibrary loan, reciprocal borrowing privileges, and processing should be incorporated into most regional and statewide service plans. On the local level, services should reflect the needs and interests of the particular locality. This means not only providing what library users want, but also, particularly in the case of the public library, making a strong effort to reach non-users. All too often, library service has been provided for less than a majority of those living in a community. Service to children, students, the housewife, and the elderly are commonplace, although by no means offered in all communities in the country. But what of the economically disadvantaged? What of the businessman, scientist, engineer and advanced student who seeks material or information to cope with sophisticated problems? If the public library is to cope with its stated responsibility to serve the library needs of all the members of the community, efforts must be undertaken to broaden collections, develop service networks, provide an inventory of bibliographic tools and inaugurate new concepts of service. In many states this transition is underway. Libraries must also act immediately to extend at least minimal service where none currently exists. No area should remain unserved.

School libraries are feeling the need to provide material in depth for research assignments, and the parochial concept of allowing service to pupils to be limited by the size of the school library collection is rapidly disappearing in many areas of the country. Community colleges in many locations are finding their library facilities woefully inadequate and require help from neighboring institutions.

Since an individual public, school, or community college library tends to need approximately the same basic materials as do other libraries in the same category, and since budget restrictions prevent most libraries from building the subject depth they would like to have, collections tend to duplicate one another and to lack specialized materials. The development of special library resources is badly needed in most sections of the country.

Microfilm, microfiche, and other microforms offer libraries an opportunity to expand their data base inexpensively and without a large commitment of space. For a relatively modest sum, back issues of periodicals on microfilm can be filed in large data banks at some central location in a state; printouts can be made quickly available to readers. Micropublishing is one of the fastest growing industries in the country today. Catalogs of manufacturers, patents, financial information, government documents of a wide variety, and maintenance catalogs are but a few of the types of data now available on microfiche on an individual request basis, by subscription, or both.

A rapidly growing number of libraries are becoming aware of these services and making use of them. Any state developing a plan of library service should consider instituting a statewide reciprocal borrowers card. This card should eventually be recognized in all types of libraries. For special librarians, a system of referrals from the academic or public library could be arranged.

One frequently hears comments to the effect that American Library Association Minimum Standards are unrealistic for "our area". This attitude is expressed throughout many sections of the country and in some sections of Kentucky. We would recommend reconsideration of the Standards in light of this current situation and the program that we propose in the final chapter of this report. The proposed funding program will put them within reach and perhaps a rededication to the principles of the standards is in order.

In our discussion of library services so far, we have given only limited attention to resources. Resources can be considered to include materials, services, personnel, facilities, finances -- in other words, the total library. For the purposes of this report we are using the term "resources" solely in the sense of materials and collections. We can no longer describe the full contents of a library as "books and periodicals", since so many libraries now have audiovisual materials such as films, film strips, records, tapes, or framed reproductions of works of art, and a few have collections of tools, sporting equipment, and games available for loan. Even in books and periodicals themselves there have been changes. Large-print and high-interest, low-vocabulary texts are invaluable in reaching many of the formerly unserved. The use of illustrative material which is not only attractive but informative has made a big difference in reaching people who do not, or cannot read. Libraries should take initiative in exploring new possible kinds of resources. Materials for programmed instruction in the use of the library or in other subjects, for example, are beginning to be offered in some libraries.

Approximately 30,000 titles are being published each year in the English language. Probably substantially fewer than 30% of these titles are available in most public libraries. College, public, school, or media center standards all call for a certain number of volumes in proportion to enrollment or population. Perhaps we have reached a point where we must require a certain number of titles rather than volumes and in some instances should even limit the size of collections.

Audiovisual materials are not the province of any one type of library. Films can be used in the classroom, as part of a bookmobile collection, or in the library itself. Dial access for lectures, readings, and recreational listening can be supplied in any type of library. Access to a computer can provide information not available in print by making possible projection, analysis, and interpretation of existing data.

A special library needs other resources -- laboratory reports, case studies, development plans -- pertaining to its own company and if possible, other companies as well. Patents, federal specifications, trade and manufacturers' catalogs, and supplementary material of this type belong in most large public libraries as well as in many special libraries. Also needed are specialized indexes and services available in the business and scientific world, such as Chemical Abstracts, Dun and Bradstreet's Million Dollar Directory, stock market reporting services and other specialized indices for plastics, specific chemicals, and the like.

Special libraries also need access to general reference materials and services. They cannot afford to purchase all the titles which they might need to use. As a result they must be extremely selective in their purchasing of general materials, if they purchase any at all. Special librarians, as a group, are more apt to seek information from other libraries, than are either public or academic librarians. They also feel a more immediate need for information about books, periodicals, and services; they cannot afford to make a mistake and purchase expensive material which is inadequate. Nor can they wait for most of the reviews about new services to become available. As a result, in most areas, there is a great sharing of information about materials among the special librarians.

Along with printed and audiovisual materials, one finds a wealth of information retrieval systems in operation in special libraries. Some of these are very simple, while others are quite complex and related to the automated activities of the parent company. Most of them provide information about new products and research and development within the company and its subsidiaries. Some of them are now being tied into companywide library information and retrieval programs.

Standards are available for public, academic, school, and special libraries. Many of the subject areas in special libraries also have standards or guidelines which can be useful to other libraries as well. We have not quoted standards for size of collections, size of physical facilities, or the like because we believe such standards must in each case depend partly on how much access a library has to material in other institutions. For example, a large public library should have a retrospective file of periodicals in all subjects covered by its collection. The local school library therefore need not have in its collection, Nation, New Republic, or Time for the 1930's.

Shared resources will make the library support dollar go further and will make materials and information available to many more people. Libraries and librarians have discovered, or in some cases are discovering, that they cannot provide adequate service in isolation -- they must participate, cooperate, and share.

B. LIBRARY PERSONNEL

The nationwide shortage of professionally trained and qualified librarians has been variously described as running between 25,000 and 50,000 vacant positions. In many instances, we believe a reassignment of professional staff to strictly professional activities and a strong supporting force of clerks and technicians would substantially reduce whatever shortage there is. The use of machines for repetitive clerical activities would greatly improve the efficiency and effectiveness of many libraries and should be an added attraction for young people interested in the profession.

1. Recruiting

The past few years have seen the development of recruiting programs in a number of states and regions of the United States. An Office of Recruitment has also been created at the American Library Association headquarters in Chicago. Some of these programs are geared to serve libraries as well as individual librarians. Their publicity is designed to appeal to younger people. New advertising techniques are used rather than staid library publications. Many of these programs have sponsored career programs for students, pointing out the different types of libraries and library positions available. Some have utilized display booths or tables at career days sponsored by local schools and colleges. A new library image has been slowly developing.

The changes in school libraries will, by the next generation, probably help in recruiting. In days past, the school librarian was not always actively involved in the school program, but now the school librarian in many schools is an active member of the faculty, more concerned with the total program and probably more knowledgeable on the overall curriculum than many teachers. Children are being taught how to use not only books but audiovisual materials and other communications equipment. The school library is now often an exciting place. Children who use such a library may well think of librarianship as a career.

Recruitment by one person to fill vacancies in a number of libraries has been tried on a limited scale. Boards of trustees, traditionally select the head librarian even in the smallest library, but preliminary interviewing and screening of candidates can be conducted by another person. Many of the larger libraries have a professionally trained librarian on the staff responsible for personnel. Salaries and fringe benefits should reflect national as well as local trends. Competition for experienced librarians is intense in many areas; salaries and fringe benefits which reflect this competitive environment will assist all libraries in obtaining staff.

2. Certification

Most states have certification requirements; these vary widely as does the degree to which they are enforced. Usually there is a "grandfather clause" which protects individuals holding affected positions at the time of enactment of certification. This means that many individuals who do not meet requirements of the Certification Law become certified because they actually hold a position at the time the law goes into effect. Most states accept graduation from an accredited library school as sufficient for professional certification.

The effectiveness of any certification program is not to be found in the number of classes of certification available or even in the qualifications listed for certification. Rather, it is found in the enforcement of the certification law. A certification law which permits many exceptions will not prove effective. The board or commission responsible for enforcement that allows exceptions to the law may solve one problem, but creates many others and does not fill its professional responsibility to librarians and to the public.

Certification, to be most effective, should be tied in with the educational program of the library schools. Currently, the only American Library Association accredited library school programs are on the master's level. Most librarians recognize the need for other than master's degree recipients in all library positions. What has not been widely recognized is the need for a planned educational program for positions other than the professional ones. When such programs are developed and such positions defined, then certification requirements should be made a part of the package and enforced.

3. Education

Although library education currently is accredited at the graduate level only, many of us recognize the need for training at the undergraduate levels, probably as a minor, for those who work in the smaller libraries or in situations where they would receive professional supervision and direction. We believe that the position paper developed by Lester Asheim, "Education and Manpower for Librarianship", in the October 1968 issue of the American Library Association Bulletin describes an educational program which permits individuals to be trained for specific levels of responsibility. The categories proposed in that paper could be used in all types of libraries, although they would be less necessary in many special libraries than in academic, school, and public libraries. Instead of being either "accredited" or "non-accredited", then, library school programs would be accredited for particular types of positions.

In addition to formal library school programs, institutes and workshops are needed as part of in-service training and continuing education for library personnel. Librarians need to be more aware of the community -- its development, problems, and activities. They need to know more about interpersonal relationships, how to work with disadvantaged and illiterate children and adults, how to develop community support for the library, and how to use new media of communication and new technological development. The day is long since past, we hope, when the librarian can assume that a good job has been done because the circulation record is higher this year than last.

In order to obtain financial support for the library the librarian must learn to communicate with people at all levels of community life -- the business interests, professional people, educational institutions, and private citizens, both users and nonusers of the public library.

Not only do we need new programs in library education; we also need new teaching methods and the incorporation into library school programs of some of the new technology. Audiovisual aids, case studies, role playing, bibliographic searches -- all can play a part in the teaching of most of the basic courses. Lectures imparting knowledge from the professor are not enough by themselves to interest the bright young person today. The field work of former years can be broadened to provide experiences in new programs and new areas of service such as to the disadvantaged, the handicapped, or other groups in the community. New methods and techniques, along with new experiences, will produce more innovative and less traditional librarians in the future.

Although many libraries have had assistants who attended library school on a part-time basis, few libraries or library school administrators have organized work-study programs for individuals that would provide them with complementary courses and work experience. This, we believe, is another area where programs could be developed to coordinate theory and practice and make library education a much more stimulating experience.

In addition to broadening their curricula and teaching methods, library schools can act to strengthen their teaching staff. Most library schools have some excellent, well-qualified faculty members, individuals with a natural aptitude for teaching and a broad background in their subject areas. However, in too many instances individuals who are not qualified to teach a certain course are called upon to do so. This may be done to provide a full course load for a teacher or to meet an emergency created by illness or a resignation; often it simply reflects the attitude of some teachers that they can teach any course in the curriculum. We would like to see a well-developed library school program with an instructional staff composed of individuals who have a working knowledge and the required educational preparation for the courses they are to teach. With a strong faculty, a school can provide a wide choice of courses beyond the basic curriculum to meet the special interests of students.

Another component of library education is the availability of scholarships and other forms of assistance to library students. Many of the state library programs provide for scholarships. Most of these require recipients to spend approximately two years after graduation in library service in the state granting the scholarship. Numerous other scholarships are available without this stipulation, usually from individual colleges, professional associations, or business firms.

The U. S. Office of Education now provides funds for fellowships toward both the M.A. and Ph.D. degrees. The funds are distributed through the accredited library schools. The average master's award is $2200; doctoral candidates receive $5000. These awards require that the recipient be a full-time student. They are making graduate education a possibility for many well-qualified individuals who would not ordinarily be able to afford to devote full time to their graduate education.

Most graduate schools have always had a few graduate fellowships or teaching assistantships available. Library schools have provided a limited number of such arrangements combining study and practice, but the increase in other scholarships has been of sufficient size that teaching assistantships or fellowships requiring some duties in the library school or library are not nearly as much in demand as they were some years ago.

C. LIBRARY BUILDINGS AND FACILITIES

Functional and attractive library buildings are increasingly in evidence all over the country. It will be a long time, though, if ever, before the saturation point is reached for new and needed libraries. In the calendar year 1967, 96 colleges and universities, not including junior colleges or community colleges, spent a total of $158,706,389 for new college and university library buildings, renovations, or additions to present buildings. As college and university library collections and services expand, they need more space. The pattern of one library for graduate students and one for undergraduates appears to have offered a partial or temporary solution for this problem. In many cases, the old library has been renovated to serve one group and a new building provided for the other. This is true to a certain extent at Harvard University, with the Widener and Lamont libraries, and at Cornell University. One university in Kentucky is including juniors and seniors with graduate students in planning its new library. College libraries have tended to provide more and more study carrels, listening and study rooms, direct access to lectures, readings, and recreational music, more automated equipment, and whatever materials students and faculty need regardless of the form -- print, microform, or audiovisual.

As college library buildings have changed, so have school and public libraries and the larger special libraries. The newer school library is no longer just another classroom; provisions are being made for offices and workrooms, listening rooms, and other areas for the use of additional audiovisual materials. The library is beginning to be seen as the center of educational activity as it, at times, has been the center of the architectural complex. The new library is in keeping with educational practice that emphasizes individualized learning through records, film strips or motion picture loops in cartridges, television, and other means. The revolution in teaching and learning processes is not only changing the resources required but also the manner in which services are offered. The American Library Association has just released its new standards for media centers in schools, which have been discussed at great length at meetings for the past two years. One assumption which we can make is that these standards require substantially more space, equipment, materials, personnel, and finances per pupil than is currently the case in most schools. In many instances, we believe they will be regarded as goals rather than standards for the next few years.

Public libraries faced with the problem of providing larger collections and serving more people have developed a very open architectural pattern. Few of the newer buildings have separate rooms for individual subject departments. Instead, in medium-sized and even large public libraries there is often one big room assigned for several subject collections and the readers' services which go with them. Libraries that we have seen in Jacksonville, Tampa, and Orlando, Florida, follow this pattern with minor modifications. The plans we examined for the current addition to the Louisville Free Library also reflect this pattern.

Circulation activities, traditionally located in the center of things, now are more apt to be found in the lobby or its equivalent -- before you reach the library proper. This allows the individual to return his books as he enters the building and to charge out others as he leaves. It also cuts down on the noise in the library itself and allows for circulation to be a purely clerical function, rather than a combined circulation and readers' adviser activity, as it has unfortunately been in too many libraries.

There are arguments for and against open library stacks, but the trend even in large libraries is towards open stacks for all material except rare books, special collections, and possibly some seldom-used titles. Open stacks have the advantage of providing a broader educational experience for the users of the library while eliminating the costly and time-consuming operation of bringing books from the stacks to the circulation area.

The location of a library is of prime importance. Shopping centers and other centers of activity are often an ideal location. A branch library can be made part of a small municipal complex with a fire station and recreation center, as has been done in Asheville, North Carolina. Each part of the complex is a separate building, but the exteriors of the buildings are architecturally similar. This type of planning enables the community to make the best use of available land and to provide joint parking facilities and even joint building maintenance.

Renovation of an existing building can be as time-consuming and as expensive as a new structure. However, a number of communities have made attractive and useful libraries from old post office buildings that have been declared surplus. The question of renovation must be weighed carefully before a final decision is made. Once work has begun, there is little chance to turn back. A building that has been procured inexpensively or received as a gift may become an expensive acquisition when one relates use to cost. It may be worth the cost of a new building to have a library which is easily accessible, near other community related activities, and in the mainstream of community life.

As the variety of materials and services expected from libraries has increased, so has the problem of providing adequate space. The special libraries in particular have suffered from space limitations; this is probably one reason why special librarians tend more than any other group of librarians to be aware of what neighboring libraries have and to develop cooperative programs. Most special libraries have limited their own collections to items which they need and use regularly, often concentrated in one subject area. While not all special libraries have a space problem, most do, and these remarks are generally true of special libraries in Kentucky.

The amount of space in a building means very little, however, unless the space is well planned. Planning means seeing that services and service areas relate to one another, so that the card catalog, for example, is in or near the department which is to answer questions about its use and holdings.

One way to save library space is by finding other locations, perhaps shared among many libraries, for activities which do not necessarily have to take place in the library itself. Service centers, for example, can house processing operations, business activities, and other procedures which are not directly concerned with service to the public. The development of centralized processing operations away from the library has tended to release some library space, although not as much as one would expect.

Most libraries are storing material which is seldom used but which is historically valuable and contributes to the bibliographical resources of the community. If the amount of space used for storage in prime location buildings were known, it would probably be beyond belief. Cooperative storage centers are now in existence; they resemble warehouses, and communication and delivery systems are used to locate material and to make it available. This seems to us to be a feasible approach to a problem which eventually will face most libraries or groups of libraries. It releases space in individual libraries for growth of their collections, while at the same time providing access to a great variety of additional materials.

Centralized facilities for processing and storage, together with technological advances, will force changes in library buildings. The library of the future will undoubtedly continue to have material in print, but technological developments will greatly change the means for getting at this material. Libraries need to be able to plot the use of materials, to direct the user from one source to the next, and to analyze the result of his search and its effectiveness. Automation can make this possible without undermining concern for the individual and his needs.

Although the provision of meeting rooms should not be given priority when library space is limited, such facilities are extremely useful to a library. In smaller towns, where the library is about the only public building other than the school in which groups might be able to meet, a meeting room serves an important community function, bringing people together in ways that might otherwise not be possible. Larger libraries should have meeting rooms, perhaps several in different sizes, to provide space for special programs such as story hours, reading groups, and even tutoring groups from the neighborhood.

Much of the equipment and servicing involved in audiovisual activities can be handled in an area away from the public service area. Dial access to programs and tie-ins for programs with institutions some distance away are already in operation. These need to be expanded and used to capacity. Closed-circuit television in the library is not as far fetched as it sounds; if the library is to be an educational institution, it should make use of the new teaching techniques developed in such institutions.

An inviting interior will do more to bring people into the library than probably any one other feature. The use of carpeting, comfortable and attractive furniture, display units, good color schemes, and good lighting are almost universally accepted as necessities today. Air conditioning, once considered a luxury, is no longer so, especially as libraries extend their hours of service. Libraries in many cases are open for service longer than any other public agency, and both staff and patrons should be made as comfortable as possible.

The furnishings for a library building should be selected with careful attention to how they are to be used. A library probably does not need special storage facilities for microfilm, films, and tapes if its needs in these areas are to be serviced from a central agency. Special dictionary stands are nice, but it may be more appropriate to have two dictionaries instead of one on a stand.

Most libraries should be in a position to supply copies of printed materials and material on microform. It perhaps will not be possible for every library to have a copying machine and a reader-printer, but certainly some libraries in each area should have such facilities, and should provide reasonable numbers of copies at no cost to other libraries. The time and money spent in collecting fifty cents for five pages is not justified when repeated many times each day. Automated procedures can be developed -- and have been in the special libraries of the Louisville area -- to handle all the paperwork involved. All libraries should encourage and participate in this kind of application of the computer to improve service and simplify routines.

D. LIBRARY GOVERNING BOARDS

1. State Libraries

Most state libraries are governed by a board or commission appointed by the state governor. The library board appoints the state librarian; the rest of the state library staff is often appointed under state employment regulations if not directly under civil service.

The composition of state library boards varies from state to state; most include both lay people and practicing librarians, but some include only lay people. Individuals holding certain positions are sometimes automatically ex-officio members. For example, in North Carolina the librarian at the University of North Carolina is an ex-officio member of the State Library Board. In some states, state law provides for the method to be used in selecting board members. The state library association may be authorized to recommend individuals to fill vacancies on the board. These recommendations are not binding on the governor but serve to guide him in his choice of members.

An advisory board or commission is not currently part of the organizational structure of the Department of Libraries in Kentucky. We feel it should be, and we discuss the question at some length in Chapter VI. Currently Kentucky is the only southeastern state -- and one of the few states in the nation -- which does not have such a board. A board, we feel, will strengthen the position of the Department of Libraries as it continues to develop good library service and programs for all the people of Kentucky.

2. Public Libraries

Just as organizational patterns for state library agencies vary, public libraries can have many different kinds of governing boards or agencies. "Library trustees" is a familiar term to all public librarians, although perceptions of their duties and responsibilities may differ. Trustees are selected in many different ways. Many towns elect them at town meetings or on the regular ballot, cities and counties are more apt to have appointed trustees, and there are still some boards which are self-perpetuating -- that is, the members select new members when there is a vacancy. Boards appointed by a governing authority such as the mayor, city council, or county judge are usually appointed for definite periods of time with a certain number being reappointed or replaced each year. Usual qualifications include being a registered voter in the district; frequently trustees include members of the clergy or the local superintendent of schools. Unfortunately, some trustees are appointed because of their political connections rather than for their interest in libraries. For many, it is an honorary post which will not require much effort.

In some states we have found librarians in schools and academic institutions serving as public library trustees in their communities. This practice, upon analysis, can be both good and bad -- the professional knowledge and understanding of another institution's policies can be related to the public library situation, while at the same time a conflict of interest could arise in the development of interrelated library programs. It is not necessary to have a blanket rule for or against the participation of professional librarians on boards of trustees; their selection can and should be on an individual basis.

The presence of the superintendent of schools on the board also raises the possibility of conflict of interest. When public libraries first spread into rural areas, the superintendent of schools was often one of the few people in the community who was knowledgeable about libraries. Some states -- Virginia, for example -- still require the county superintendent of schools to be a member of the county library board of trustees; the Kentucky Attorney General has just ruled they can no longer serve in this way because of the possibility of a conflict of interest. A variety of other potential conflicts of interest can be found in library boards; some states have reviewed all appointive posts to identify those positions which might involve conflict of interest.

The past few years have seen an amazing change in the role of library trustees. There is now a national association of trustees, and awards are given to outstanding trustees. Many trustees exert great effort to develop better library service and programs and to support the administration of the library in its appeal for funds from the local governing body. Many also work hard to improve salaries, fringe benefits, and working conditions for the library staff.

Also in the past few years the concept of the regional board has developed. These boards represent the libraries in a given region or system, usually on a per-capita population basis with each library having at least one representative. The effectiveness of such regional boards varies, depending upon the administrative strength of the individual regional library or headquarters.

Trustees have organized sections or divisions in both state and national library associations. At the annual meetings they participate in the general sessions and also present a program of meetings specifically for trustees. Many have held elected office in these associations. Their contributions cannot be measured on any statistical chart, because so many have given not only their time but also their professional skills and knowledge of the community.

3. School, Academic and Special Libraries

In our chapters on school, academic, and special libraries, we have included short discussions of the governing boards as we found them in Kentucky. These are comparable to those in other states, and we do not feel there are any national trends which should be discussed completely here.

II. SCHOOL LIBRARIES

School libraries vary in quality from school to school and district to district. With the assistance of the school library consultants at the Kentucky Department of Education, a list was prepared of schools for us to visit; those visited are listed in the Appendix. We were able to observe libraries in schools which varied widely in activities and outlooks, from the traditional school to a nongraded school with individualized instruction. We also obtained information from the statistics submitted annually to the Kentucky Department of Education by the school libraries and from a questionnaire (see the Appendix).

Our visits, more than the statistics, made us aware of the wide differences in the quality and quantity of library service. Many libraries suffered from a space problem, and few had adequate collections.

In many counties, the schools still depend on bookmobile service. In many of the rural areas, the school library and the bookmobile are the only library facilities available to serve the entire population. In our view, it is sensible and even necessary to coordinate the activities of these two agencies. The school library should not have to depend upon the bookmobile for basic material, but should consider the bookmobile as a branch of a public library providing supplementary and recreational materials. The school libraries are not receiving sufficient funding at this time to build both a curriculum-oriented collection _and_ a supplementary collection. It should concentrate on building a curriculum-oriented collection. This should include periodicals and audiovisual materials as well as books. We would subscribe to the statement in the preface of the _Kentucky School Library Standards_ that "The library in the school is the logical center for all types of materials and resources for teaching and learning."[1]

A. SERVICES

One of the criteria with which to measure services provided by school libraries is the number of hours that the school library is open. Although our questionnaire responses seem to suggest that only about half the libraries are ever open outside school hours, the annual reports submitted to the Kentucky Department of Education provide more complete data, and these indicate that between 78% (for the elementary schools) and 85% (for the high schools) of the school libraries were accessible to students before and after school. It is possible that sharing of facilities by schools and public libraries would result in longer hours of service for both students and adults.

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[1] _Standards for Kentucky School Libraries, A Revision,_ approved by the State Board of Education, December 8, 1965, p. iii. Page numbers for later references to the _Standards_ in this report are noted in parentheses in the text.

Only a few private schools reported libraries open for some hours on weekends, and only one-fifth of the libraries responding reported that the library was open during summer session or that special programs involving the library were conducted at the school during the summer. Open hours and special programs during the summer would be even less common were it not for federal funds and programs.

Less than half of the school libraries indicated that they used interlibrary loan to obtain materials for the students, although an equal number indicated that they had used interlibrary loan to obtain materials for faculty members. It is perhaps indicative of the relative unimportance of interlibrary loan in schools to note that statistics on this service are not requested on the annual report form of the Kentucky Department of Education referred to above.

Traditionally, schools have not participated in the interlibrary loan program, and in this Kentucky is not alone. Yet no other type of library is more in need of this service. School library personnel and school administrators must recognize that interlibrary loans are a right and not a privilege and that school children, in spite of the judgments the librarian might make as to the relative importance of their needs, are not to be treated as second class citizens but should receive the full scale of services that a well-run public library would accord to its adult patrons.

The lack of interest in interlibrary loan seems to be part of a broader lack of interest in any kind of interlibrary cooperation. Only 20% of the school librarians responding to the questionnaire indicated that they were interested in cooperative projects. It is inconceivable that school libraries, self-admittedly weak in resources, should not be actively involved in developing cooperative programs with other libraries in the community.

Those responding in the affirmative indicated that the types of cooperative projects in which they are participating included activities such as reader's services, community programs for young people and adults, and "cooperating" with the county library, especially in regard to bookmobile service. A great deal more needs to be done in the way of establishing cooperative projects if the school libraries are to meet adequately the needs of their users. Such projects are particularly important if the regional concept for library service is to be based upon the development of a total program -- total in terms of persons served, services offered, and resources available. Attempts to achieve a strong and viable program can succeed only if the way is cleared for realizing this concept.

B. RESOURCES

Of the libraries responding, 60% had professional collections available for the faculty; of this number, half reported collections of fewer than 50 titles. In many of the larger school systems, professional books were available from a central office rather than in the collections at each school. The Standards for Kentucky School Libraries states (p. 3):

> Books and professional magazines, stressing the latest educational developments, are essential to progress.
>
> It is desirable that professional materials be acquired for each school and housed in the school library suite or in some part of the school easily accessible to faculty members.
>
> Administrators, teachers, and librarians shall participate in the selection of the materials.

We agree that such materials must be made available if the educators' professional growth is to be assured. The maintenance of a professional collection of books, periodicals, and other materials should be the responsibility of the school librarian, regardless of where these materials are housed. One suggestion would be to place these in the faculty lounge, if it is not possible to keep them in the library.

Table 1 summarizes data from the annual reports submitted to the Kentucky Department of Education on the resources of Kentucky's school libraries. The rate of new additions to the collections during 1967-1968 was 1.2-1.4 per student. While it appears that all types of libraries have a reasonable number of books per student in their collection, the rate of additions must be related to the number of books discarded in order to give a complete picture of the total collection. In our visits we were aware of two or three collections which would be more active and useful if the collections were weeded. The Standards does not specify a recommended rate of discarding, which is understandable in view of the fact that many of the collections are comparatively recent. The next revision of the Standards might contain such a statement formulated in a way that would assist libraries to develop collections responsive to needs and demands, rather than simply imposing quantitative standards.

Many of the county libraries provide bookmobile service directly to schools. However, the materials provided by the bookmobile should be supplemental and recreational. Too often at present, the bookmobile is used to bolster the school library's basic, curriculum-oriented collection. School libraries should strengthen their collections so that this will no longer be necessary.

A great majority of libraries indicated that they needed additional special materials for their collections. About a third indicated that they needed large-print books; almost all indicated a need for low-vocabulary, high-interest books. About 60% said they needed films, and slightly fewer wanted additional audiovisual materials.

TABLE 1

RESOURCES OF KENTUCKY'S SCHOOL LIBRARIES, 1967

	Elementary Schools N=670	Junior High Schools N=72	Four-Year High Schools N=272
Books in Collection:			
Total	2,160,562	310,650	1,691,621
Per Student	7.1	6.5	8.2
Books Added, 1966-1967:			
Total	443,804	56,126	256,966
Per Student	1.4	1.2	1.3
Books Circulated, 1966-1967:			
Total	7,204,834	747,521	3,184,608
Per Student	23.4	16.0	15.0
Film Strips on Hand:			
Total	150,344	13,400	70,095
Per Student	0.5	0.28	0.34

Based on annual reports for 1967-1968, submitted to Kentucky Department of Education.

N = number of libraries

Total elementary school enrollment: 303,771

Total junior high school enrollment: 47,449

Total four-year high school enrollment: 206,403 staff member to assist the librarian in coordinating and supervising audiovisual materials."

In Kentucky, about half the school librarians (53% in elementary schools, 37% in junior high schools, and 59% in four-year high schools) have the dual responsibility of maintaining the audiovisual collection as well as the library.

The major part of the school librarian's time should be devoted to professional work related to the objectives of the school library. It is questionable whether certain time-consuming activities reported in the questionnaires are using the available professional talents and manpower to best advantage.

One such activity, supervising study halls, does seem to be on its way out. Fewer than 6% of the elementary school libraries, about 20% of the junior high school libraries, and slightly more than 20% of high school libraries reported they were used as study halls. As schools are constructed and additional space becomes available, it is hoped that this use of the library will diminish still further.

Another time-consuming operation is the cataloging and processing of books. In the course of the survey we found that, with the exception of libraries in a few larger school systems with centralized processing, virtually all school libraries ordered, catalogued, and processed their own materials. In view of the rising costs when such services are performed by the individual library, and in view of the shortage of professional personnel, it seems appropriate to give serious thought to arrangements for processing school library materials centrally. Processing centers would be of particular value if school libraries were to play an active role in regional cooperation with other libraries, since one benefit of centralized processing is the relative ease with which acquisitions of participating libraries can be incorporated into union lists and catalogs. We recommend, therefore, that cooperative agreements with libraries in the area served by the proposed state library branches be broad enough to provide for centralized processing.

D. BUILDINGS AND EQUIPMENT

In the annual reports submitted to the Kentucky Department of Education in 1968, 54% of the elementary schools, 60% of the junior high schools, and 63% of the high schools in the state were reported to be meeting state standards for library quarters and equipment. The obvious inadequacy of space allocated for libraries in some of Kentucky's schools may be seen if one considers that, although the Standards for Kentucky School Libraries states (p. 8) that "in elementary schools with more than eight teachers the library shall be a separate room with a minimum of 1250 square feet of floor space," and the requirements for high schools are all greater, almost 200 of the libraries responding to our questionnaire - including high schools as well as elementary schools - reported that they had less than 1000 square feet of space. Again, half of the libraries responding indicated that their greatest need at this time was more space -- space for readers, books, workrooms, equipment, and storage. Other needs reported included library furniture and equipment, particularly furniture in the right size for students using the library.

It is evident, both from the questionnaire returns and our own observations, that there is a definite need for additional space for materials, programs, and services among the school libraries in Kentucky. This will be acutely felt when more school libraries begin to supplement present collections with additional nonbook media and with the equipment necessary to use these resources.

E. INCOME AND EXPENDITURES

As Table 3 shows, appropriations for library materials in Kentucky's schools are insufficient to meet the objectives of the total educational program. The Standards for Kentucky School Libraries states (p. 1) that, effective September 1968, the minimum appropriation for printed materials for elementary school libraries shall be $2.00 per student. While during the past fiscal year the average expenditure was $2.57, there are doubtless many schools that will not meet even the minimum sum. Unfortunately, this amount is in any case far too low to provide an adequate, up-to-date stock of books. The Standards also stipulate that minimum expenditures per student for audiovisual materials range from 50¢ for elementary schools to 75¢ for high schools; (p.1) this standard is not being met by many of the schools.

While cooperation with other libraries may to some degree serve to alleviate the problems caused by insufficient expenditures for new material, we should caution that such inequitable dependence upon other libraries as a supplementary source will tend to inhibit rather than encourage the cooperative development of total resources.

F. CONCLUSION

We recommend that appropriations for school library materials be considerably increased, if not doubled. Provision should be made for employment of paid clerical assistance in all libraries presently without clerks. Present quarters should be enlarged where necessary to provide for the expansion of services and collections. Processing and cataloging should be centralized.

Wherever possible, policies affecting total library services should be made consistent with needs and demands of school library patrons; insofar as practical and legal, they should also provide for the sharing of school library materials and resources with users of other libraries. The implementation of these recommendations will make possible much broader interlibrary cooperation and will thus benefit all libraries.

TABLE 3

INCOME AND EXPENDITURE OF SCHOOL LIBRARIES BY TYPE OF SCHOOL, EXCLUSIVE OF FEDERAL GRANTS, 1966-1967

	Elementary Schools	Junior High Schools	Four-Year High Schools
Current Appropriations for Books and Printed Material:			
Total	$776,823	$149,802	$677,671
Per Student	$2.57	$3.11	$3.28
Current Appropriations for Audiovisual Material:			
Total	$98,597	$14,727	$82,875
Per Student	$0.32	$0.31	$0.40

Based on annual reports for 1967-1968, submitted to Kentucky Department of Education.

Total elementary school enrollment:	303,771
Total junior high school enrollment:	47,449
Total four-year high school enrollment:	206,403

The Standards for Kentucky School Libraries are specific and detailed with regard to appropriation, collections, organization, library program, personnel, and quarters. Every effort should be made to support these Standards and to institute higher standards whenever possible in the total library program.

III. COLLEGE AND UNIVERSITY LIBRARIES

From our observations, it is evident that higher education is most definitely at the top of the state's priorities today. This is true, of course, in many other states; it is a reflection of the times. Federal monies for education, together with scholarships, fellowships, and low-interest loans; the ever-increasing number of students whose educational objectives go beyond the high school diploma; and the increasing number of positions, specialties, and professions for which some level of higher education is needed -- all these have contributed to an expanding educational program. There are now over 45 college, university, and seminary libraries in Kentucky, and this number continues to increase.

A total of 44 questionnaires were sent to college and university libraries; 31 of these were returned, six from publicly supported universities, ten from private four-year colleges; and fifteen from two-year junior and community colleges, five of them private and ten receiving public support. In addition, we visited 23 university and college libraries (listed in the Appendix) and conducted interviews with their personnel. These included libraries of varying sizes and with a considerable span of collections. Interviews were conducted with directors of several community colleges that had not officially opened but were in the process of organizing.

Among those needs which have been given greatest priority by the librarians responding to the questionnaire (and this was also clearly brought out during the interviews that were conducted with librarians) are the need for additional personnel, the need for an established means and system of communication, and need for greatly supplementing present collections with additional nonbook media. These priorities are not surprising, for they reflect commonly felt needs among academic and research libraries throughout the country. Personnel represents not only the crucial element required to relate resources to readers, but it is also the element of library service that is the hardest to find, particularly in areas of subject specialization such as are found in research and university libraries or special sections of other libraries. Professional librarians should to the extent possible perform only those functions for which their professional education best qualifies them. This means not only that they should be spared doing clerical or routine tasks, but also that they should not be used in areas in which specialized knowledge of a particular field is more important than library training. Subject background should be a requirement on a par with professional library background in areas and services where it is more applicable. More broadly, all responsibilities of library staff should be re-examined and perhaps redefined in terms of the educational background that is really needed to perform them.

Academic institutions in Kentucky range from large established universities to small new community colleges. In between there are private and state supported four-year colleges, some with limited graduate programs and others without any graduate programs. These institutions have similar services and programs and many of them are facing the same problems in varying degrees.

The University of Kentucky and the University of Louisville are considered resource libraries by many of the librarians in the state. We believe that this relationship should be continued and expanded. Other colleges and universities have contributions to make in services and resources, and we hope they will be encouraged to participate individually and as a group in the development of total library service.

The University of Kentucky Library is the largest in Kentucky and serves as one of the primary resources for the state's academic community, with a total collection of 1,222,730. In addition to serving its own faculty, students and staff, the library provides an interlibrary loan resource for almost all other academic libraries in the state as well as serving as a backstop for the Kentucky Department of Libraries and the regional libraries. In addition, this library gives free access to students from other colleges who have a legitimate need to use its resources. This library ranks among the fifty largest academic libraries in the United States. In 1963, it ranked 32nd, in 1966, 36th, and in 1968, 33rd; one conclusion that can be made from this is that the level of support accorded to this library has allowed it to maintain its position in the past five years but not to show any great improvement.

The other major university library is located at the University of Louisville, a municipally supported institution. Although its collection is less than half the size of that at the University of Kentucky, great improvements in service have been made in recent years. Specifically, various librarians in the Louisville area commented to us on the willingness that the staff and administration have recently shown to work with other libraries and institutions.

Comparable statistics on the two institutions are presented in Table 4.

TABLE 4

COMPARATIVE STATISTICS ON THE LIBRARIES OF THE UNIVERSITY OF KENTUCKY AND UNIVERSITY OF LOUISVILLE

	University of Kentucky	University of Louisville
Enrollment, Fall Term 1966		
Resident Undergraduates	11,942	6,424
Graduate Students	1,891	1,886
Volumes in Library, June 30, 1967	1,222,730	457,624
Number of Library Positions:		
Professional	61-1/2	28
Subprofessional and Clerical	86-1/2	42-8/10
Amount spent for Books, Periodicals, and Binding, 1966-1967	$ 625,487.00	$ 228,026.70
Salaries (excluding student help)	711,231.00	357,558.19
Total Library Expenditures, 1966-1967	1,492,451.00	760,190.00
Ratio of Library Expenditures to Total Institution Expenditures	1:80	3:47

Source: Statistics of Southern College and University Libraries, 1966 and 1967, Compiled by Jewel Allen. Louisiana State University, 1967. unpaged.

The current organization of the universities is likely to be changed within the next few years. The University of Kentucky is one of many state-supported institutions, while the University of Louisville is municipally supported. Although we did not see any prepared plan, several individuals told us that the General Assembly had authorized a plan under which the University of Louisville would be brought under state control. When this happens or even before it happens, a coordinated library program should be developed for all state-supported institutions. A single individual should be responsible for coordinating library activities and promoting library services, budget needs, and the like at the state level. In addition, the Department of Libraries, in taking on responsibility for the total program for library service, should establish the position of academic library consultant.

Along with the two major universities, Kentucky has a number of four-year colleges, some with graduate programs and others without, some under state control and others under private control. It also has a growing number of community colleges, to which we have devoted some separate discussion later. All of these institutions should be aware of one another's programs and should develop cooperative programs. Consortiums of colleges and universities in a given area should be formed to share facilities and resources. Some of the privately supported institutions can make major contributions in any cooperative program.

Service in Kentucky's academic libraries is to some extent hampered by the lack of sufficient audiovisual equipment. While most libraries have microfilm readers, 14 of the respondents to our questionnaire do not have reader-printers. Only 13, or fewer than half, have recording machines, and 25 have copying machines. Only 17 have film projectors, which is perhaps explained by the fact that only one-fourth of the academic libraries in the state have film collections. One library, at Western Kentucky University, Bowling Green, does have 40 sets for dial access to tapes and recordings available. Facilities are also provided for putting materials onto tape. An innovation that is programmed as part of the architectural design at the Maysville Community College and that should eventually be available at all of the community colleges is closed-circuit and educational television. When this program becomes fully developed it should enable libraries to provide greatly expanded service.

A major service in college and university libraries is that of reference and information assistance; Kentucky's academic libraries reflect the importance of this service both in their collections and in their policies. Many librarians responding to the questionnaire felt that the outstanding strength of Kentucky libraries was the willingness of personnel to provide quality reference and information services. The general feeling expressed by the library directors interviewed was a willingness to provide services beyond the college community when such arrangements would contribute to the improvement of their own services.

Services of the academic libraries are strengthened by the many cooperative activities in which they engage, including the exchange of periodical lists and union lists of periodicals and catalogs, messenger services, interlibrary loan, and copying services. In an effort to provide the fullest service possible, many institutions have liberalized their interlibrary loan policies, thus making their resources more freely available on an areawide or statewide basis.

A few words are in order here regarding Kentucky's community colleges. These are growing rapidly; the present count is 15 in the University of Kentucky system, and there are plans both for more colleges and for expansions.

Although community colleges are designed to serve the needs of local groups of students (The Council on Public Higher Educator's Criteria for Two-Year Institutions specifies a commuting time not to exceed 45 minutes one-way),[1] it is nonetheless essential that there be some overall coordination of their development. With respect to library service, there has been little such coordination to date. Library programs in the community colleges must compete for money, attention, and space together with other college functions, curricula, and needs. The librarians do not always have the administrative background to make consistently successful justifications for their own budgets and needs. In addition, while the community college libraries do not have the same space needs and immediate objectives, each is attempting to build a basic minimum collection of 20,000 books and each could benefit from some coordination of its resources with other colleges.

We recommend the appointment of a special library coordinator for state-supported universities, to work within the state university complex. Such a person could be responsible for enforcing standards in academic libraries and instituting procedures to save professional time. After gaining familiarity and experience in a good portion of the state's academic libraries, this person would also be helpful in interpreting objectives, formulating cooperative policies, and acting as liaison with other types of libraries in the state. In view of the speed at which the community colleges are developing, steps should be taken to fill this post as soon as possible.

A. SERVICES

The development of library services at all levels in Kentucky represents a continuing trend towards the democratization of education. In dealing with this phenomenon one must recognize that education no longer deals with a relatively homogeneous group but with widely differing people and that the same methods, media, and resources can no longer successfully serve all those who are in search of information.

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[1] Kentucky, Council on Public Higher Education, Criteria for Establishment of Two-Year Institutions, mimeographed, p. 1

While most of the students at four-year colleges pursue a bachelor's degree, the colleges also give Associate in Arts (AA) degrees in areas which are the same as or similar to those in which the two-year colleges specialize, such as recreational management, nursing, forestry, or wild life management. Some colleges also provide programs in continuing education for the community. A pattern which is not now common among the community colleges but which might appear as they develop further is that of the use of the college library as a public library by persons not directly associated with the college. Such use may often preclude or hinder the development of public library service in the area. It is entirely possible that common programs may develop in the future between some public libraries and college libraries, since to an ever increasing extent they are performing some of the same functions for the same people and since a common framework of objectives would help both institutions to build as strong a resource collection as possible. Shared facilities, especially in the case of the new community colleges, would be a natural development.

The fact that one-fourth of the 31 respondents stated that they had "no comment" on either the strengths of Kentucky's libraries or the weaknesses of the academic libraries of Kentucky, or both, may indicate a problem for those attempting to improve service. An awareness of the quality of service offered by academic libraries and of how this service relates to library service as a whole is essential to the development of cooperative library practices; the objective must be seen in light of present conditions if a meaningful and viable program is to be launched.

Perhaps the most commonly expressed need of the academic librarians in Kentucky is for improvements in both the means and the patterns of communication. Some libraries currently have access to WATS lines or to TWX facilities, both of which are used primarily to request interlibrary loan information. Means of communication can be strengthened by providing fuller and more systematic access to WATS lines and TWX, and perhaps by connecting direct telephone lines between the individual library and one or two key centers. The means of communication could also be expanded to include telefacsimile transmission, Dataphone, and the sharing of computer banks for referral and bibliographic information. The pattern of communications should be related to the concept of total resources for the area, rather than reflecting an almost exclusive use of the University of Kentucky as a first and only resource.

Cooperation does exist on a more or less formal basis among groups of colleges or universities. For example, religious and seminary libraries in the Louisville area give what amounts to a universal borrowing privilege to all students enrolled in these institutions. The University of Louisville allows students at Jefferson Community College in Louisville to borrow from its collection; students use their ID cards as identification. In practice, reciprocal borrowing privileges are granted, at least informally, in many localities with more than one college. In a sense, the college which is "extending" the privilege to the student is performing the same role that the public library does for a high school student -- in other words, providing a secondary resource. Such practice even exists on an interstate level; students at Ashland Community College use the Marshall University Library in Huntington, West Virginia.

Union College, Barbourville, and Pikeville College, Pikeville, belong to the Mid-Appalachian College Library Council. This is an organization of 15 colleges in Kentucky, Tennessee, and Virginia. Council activities include cooperative binding contracts and the gathering of data for member union lists of serials with the ultimate goal of cooperative pooling of back issues.

Other cooperative arrangements, such as the communications network between the University of Kentucky Medical School and medical schools in Ohio and Michigan or the consortium, Kentuckiana Metroversity, Inc., being formed by eight colleges in Kentucky and southern Indiana, can be the basis for closer coordination among the libraries at these institutions and, more broadly, between libraries in Kentucky and those in other states.

Perhaps the most important service that a college or university library can provide to the academic community outside of the institution is that of interlibrary loan. As an example of the recent rapid growth in interlibrary loan activity among academic libraries, we are including in the Appendix a page of statistics from the annual report of the Reference Department of the University of Kentucky's Margaret I. King Library for July 1, 1967 - June 30, 1968. This library also provides photocopies of up to 25 pages at no charge for libraries in Kentucky.

Any overall cooperative system for these institutions in Kentucky should spell out the terms under which interlibrary loans may be requested. These terms may very well be different from those strictly specified by the American Library Association. The draft of a "Model Interlibrary Loan Code for Regional, State, Local or Other Special Groups of Libraries" has been prepared and was published in Special Libraries, September 1968.[1] This draft should be carefully examined and adapted to the local situation.

Practices regarding interlibrary loan vary among institutions. Some colleges that we visited accepted interlibrary loan requests only from faculty. Others will do whatever they can to provide students with the books they need. We feel that priority consideration should be given to revising the interlibrary loan policies currently in effect in those institutions that at the present time do not give this service freely.

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[1] "Model Interlibrary Loan Code for Regional, State, Local or Other Special Groups of Libraries", Special Libraries, vol. 59, no. 7, September 1968, p. 528-530.

B. RESOURCES

Many academic librarians are aware that their collection policies will need to be revised in the near future if the main trends present today continue: (1) the creation of new institutions of higher education in various parts of the state, and (2) the addition of graduate programs to existing educational institutions, which necessitates buying more deeply into certain areas and thus more selectively in others. The building of academic library resources beyond the basic collection level necessitates a willingness to share resources. It also requires the development of a procedure for ensuring that as each library builds collections in depth in certain subjects, overall subject coverage in a group of libraries remains balanced.

The rapid growth of collections in many institutions has led to awareness of the need for a more thorough exchange of information among libraries regarding their holdings. The value of special subject collections at different universities is lost unless readers know where they can find what they need and academic librarians are able to build collections without unnecessarily developing what another librarian has already done. The general hope seems to be that if all of the four-year colleges presently affiliated with the state's higher education system are to become part of an overall university "system", then the need for more systematic and cooperative resource and collection building will become so apparent as to result in major action.

The need for the addition of nonbook media at a higher rate than that at which other materials are currently acquired suggests a major area in which academic libraries may well consider sharing or coordinating purchases, acquisitions, and use. It is important for all libraries to recognize that audiovisual materials no longer are the "frosting on the cake" -- that their acquisition can no longer be deferred until other parts of the "regular" collection have been built up. Films, recordings, and slides are as representativeof library collections today as any other medium; in certain fields or with certain persons they can accomplish what a book cannot.

One important step that should be taken by all libraries and centers in the state is the development of a coordinated and unified microform acquisitions program. Table 5 summarizes the 1965-1966 microform holdings of Kentucky's academic libraries.

TABLE 5

NUMBER OF PHYSICAL UNITS OF MICROFORM IN KENTUCKY'S ACADEMIC LIBRARIES

	1965-1966
Asbury College	
Asbury Theological Seminary	462
Bellarmine College	1,879
Brescia College	1,567
Campbellsville College	
Alice Lloyd College	
Centre College of Kentucky	7,280
Lexington Theological Seminary	5,000
Georgetown College	20
Kentucky Wesleyan College	470
Loretto Jr. College	50
Morehead State College	9,045
Murray State College	32,462
Catherine Spalding College	677
Nazareth College of Kentucky	
Paducah Jr. College	
St. Catherine Jr. College	215
Southeastern Christian College	
Southern Baptist Theological Seminary	4,307
Sue Bennett College	
Transylvania College	303
Union College	537
University of Kentucky	135,000
University of Louisville	167,909
Ursuline College	145
Villa Madonna College	7
Western Kentucky State College	66,088
Kentucky Southern College	135

Source: American Library Association, Library Administration Division, College and University Library Statistics, 1965-1966, ALA, 1967, p. 33.

Five of the libraries responding to the questionnaires reported that they did not have any microfilm or other microforms in their collection. Although most libraries may need their own copies of many of the titles presently available on microfilm, development of a meaningful total resource depends upon some coordination among libraries. Each library should be aware of what other libraries are acquiring, a uniform plan for duplication and exchange of materials on microform should be instituted, a communication system for rapid referral and retrieval of such material should be designed and implemented, and an accounting factor should be put into operation so that the element of charges need not hamper the delivery of materials. A comparable arrangement is now in operation in the Louisville area among libraries served by the technical services program. In the end, the allocation of resources on a wide scale must take into consideration the communication apparatus, and this needs to become an essential part of any plan which libraries in Kentucky enter into.

The level of library resources varies considerably among institutions. Earlier in this chapter, we pointed out statistics relating to the University of Kentucky and the University of Louisville libraries. Similar statistics are available for some of the other academic libraries and a selection of these statistics is reproduced in Table 6.

For purposes of interlibrary loan, the resource relied upon most heavily is the University of Kentucky; for films the resource is principally the University of Louisville and the Louisville Free Public Library. Kentucky State College at Frankfort serves as a resource for Negro history. Many libraries have taken steps to secure access to as wide a range of materials as possible within their own region, usually through informal cooperative agreements with other institutions. Such agreements include the sharing of collections through coordinated purchasing. The sharing of union lists or shelflist cards in order to gain access to other collections is also not an uncommon device.

Almost all of the college libraries collect Kentuckiana; often these collections are totally unrelated to the collection of the institution as a whole. This would seem to be one field in which libraries could cooperate and share resources. In a good many cases, these collections are replicative. The quality and level of what may be interpreted as "Kentuckiana" varies considerably. In some libraries it means the history of the library's particular locality. At the other extreme are collections which include books by writers who happen to live in Kentucky or materials that include Kentucky only as part of a much broader subject. Since many of these collections are not specially indexed, many libraries, especially the smaller and the newer ones, are building Kentuckiana collections with no regard to either specialization or to what may be available from other institutions.

It is important to recognize that Kentucky has a rich and important history and that much of this is documented in written materials, and it is imperative that the availability of such collections no longer

TABLE 6

SOME STATISTICS ON KENTUCKY'S ACADEMIC LIBRARIES

	Number of volumes at end of year	Number of volumes added during year	Number of volumes withdrawn during year	Number of serial titles being received at end of year
Asbury College	71,065	2,111	299	464
Asbury Theological Seminary	57,919	3,627	171	540
Bellarmine College	44,934	4,903	109	1,015
Brescia College	36,799	2,502	120	400
Campbellsville College	31,722	6,105	58	334
Alice Lloyd College	16,293	1,311	5,085	100
Centre College of Kentucky	78,814	2,340	1,778	645
Lexington Theological Seminary	51,347	2,755		
Georgetown College	78,788	9,287	10	729
Kentucky Wesleyan College	41,428	2,112	1,002	400
Loretto Jr. College	12,235	700	125	50
Morehead State College	104,246	11,141	780	1,017
Murray State College	124,467	10,014		1,039
Catherine Spalding College	78,999	7,599	400	1,015
Nazareth College of Kentucky	48,027	2,337	150	350
Paducah Jr. College	12,944	2,373	125	186
St. Catherine Jr. College	14,348	568	79	87
Southeastern Christian College	10,950	550		88
Southern Baptist Theological Seminary	138,250	8,025		1,828
Sue Bennett College	22,243	3,467	29	275
Transylvania College	55,588	7,501		525
Union College	44,697	2,868	98	346
University of Kentucky	1,131,070	63,135	1,973	27,962
University of Louisville	426,937	20,592	1,333	4,045
Ursuline College	42,077	2,325	160	306
Villa Madonna College	48,745	3,524	423	588
Western Kentucky State College	169,987	19,125	935	1,265
Kentucky Southern College	37,234	8,584		420

Source: American Library Association, Library Administration Division, Library Statistics of College and University, 1965-66, ALA, 1967, p. 32-33.

be confined to the locality in which they are housed. A strong effort should be made to index and catalog all local history materials and to make these bibliographical tools available to all libraries so that the materials can be made available through interlibrary loan, microfilm, or other means.

Other special collections in Kentucky's academic libraries include resource material in American history, Appalachia, church history, and southern history. Academic libraries should give some thought to ways of furthering the development of special collections and making them accessible as resource centers for other institutions in the state. Bibliographic tools must be developed for subject collections and subject collections must be included in any comprehensive bibliographic tool. Special indexes to local history and Kentucky material should be reproduced and made available to all libraries, which could use them to locate material either in their own collection or in other collections.

C. PERSONNEL

When asked to comment on the weaknesses of their libraries, virtually all respondents noted specifically the need for more professional personnel. Unfortunately, several commented with statements such as "librarians too busy with clerical tasks to give reference service." Kentucky is not alone in suffering from a shortage of trained academic librarians; the problem exists all over the country. Yet the need for more personnel is sorely felt in Kentucky. It is to be hoped that the development and enlargement of several library schools in the state may help to alleviate the manpower problem.

An examination of the statistics for professionals in the National Inventory of Library Needs[1] shows that academic institutions in Kentucky other than the University of Kentucky and University of Louisville required 104 librarians to bring them up to standard in 1964. Table 7 shows the number of professional and nonprofessional staff members in all of the state's academic institutions. When 82.5 for the University of Kentucky and the University of Louisville is subtracted from the total of 192.7 professionals the result is 110.2 professionals in full-time equivalents. This is 57.8 less than the required number of 168 reported in the National Inventory. This would appear to indicate that some progress has been made in filling the gap between required personnel and available personnel; however, the increase in the number of community colleges and the growth of existing academic libraries have increased requirements since the National Inventory was published. Furthermore, the National Inventory reported only positions which were in existence, not positions which were needed.

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[1] American Library Association, National Inventory of Library Needs, Author, 1965, 72 p.

TABLE 7

PERSONNEL IN FULL-TIME EQUIVALENTS, SEPTEMBER 1, 1966

	Professional	Nonprofessional
Asbury College	3.0	1.0
Asbury Theological Seminary	3.0	4.0
Bellarmine College	5.0	4.9
Brescia College	5.0	
Campbellsville College	3.0	1.5
Alice Lloyd College	2.0	2.0
Centre College of Kentucky	2.5	1.0
Lexington Theological Seminary	2.0	1.0
Georgetown College	2.0	4.0
Kentucky Wesleyan College	5.0	2.0
Loretto Jr. College	1.0	1.0
Morehead State College	16.0	13.0
Murray State College	8.0	3.0
Catherine Spalding College	5.0	4.0
Nazareth College of Kentucky	2.0	3.0
Paducah Jr. College	2.0	
St. Catherine Jr. College	1.0	.5
Southeastern Christian College	1.0	
Southern Baptist Theological Seminary	6.0	12.0
Sue Bennett College	1.0	1.0
Transylvania College	4.7	
Union College	2.0	2.0
University of Kentucky	55.5	66.7
University of Louisville	27.0	39.0
Ursuline College	2.0	
Villa Madonna College	6.0	3.0
Western Kentucky State College	17.5	8.0
Kentucky Southern College	2.5	3.0

Source: American Library Association, Library Administration Division, College and University Library Statistics, 1965-1966, ALA 1967, p. 111.

Interestingly enough, every one of the academic libraries responding to the questionnaire reported cataloging and processing its own materials. Apart from the consideration of cost -- the cost studies that were indicated are both varied and often misleading -- it would seem that cooperative processing agreements could release a good portion of the professional manpower presently employed in cataloging and processing for such needed tasks as readers' service and the development of improved audiovisual service.

Only one of Kentucky's community colleges (Jefferson Community College in Louisville) has more than one professional librarian on the library staff. One obvious result of this shortage is that the libraries of the community colleges are open at times when there is no professional assistance available -- a situation that is clearly detrimental to the educational objectives of the community college program. Since all the students in these institutions commute, it cannot be assumed that they can adjust their library hours to those of the librarian.

The college and department libraries at the University of Kentucky also sometimes lack professional librarians to service student and faculty requests. Most of these libraries also have only one professional librarian on the staff.

D. BUILDINGS AND FACILITIES

While programs, enrollment, and faculty have greatly increased in many of Kentucky's institutions of higher learning, library buildings have not always been expanded to accommodate them. Many reasons for this are self-evident, and others may be hypothesized, but the effects of this increasing lack of space tend to multiply.

The lack of proper physical facilities for library and library purposes often reflects a lack of coordinated direction at the top administrative level -- whether within the state university complex or within the institution itself.

In many cases expansions have been added with inadequate thought to an overall building program. Library facilities are often planned without the help of library building consultants. A new wing often turns out to be the proverbial tail wagging the dog; the handicaps and limitations of earlier architectural planning may still adversely affect the total program of library operations. Sometimes library design is based upon irrelevant factors, such as the need to match building size and decor with other campus facilities.

Some excellently designed new library buildings do exist on Kentucky's campuses, as, for example, at Berea College. Inevitably, the successful buildings reflect the coordinated planning of the librarian, faculty, and administration plus an experienced library architect and professional library building consultant.

Both the inadequate older buildings and those new buildings that have been poorly planned tend either not to offer the newer services that have been introduced in recent years, or to relegate them to inappropriate if not inaccessible areas. Microfilm collections, microfilm readers, audiovisual facilities and film libraries, listening rooms, and record collections are often badly located because their use and their relation to library service and collection policies was not properly conceived in terms of space and operating procedures. At the same time, many libraries boast of rare book areas, "limited access" rooms, special lounges (unused), study areas and poorly designed carrels, "seminar rooms" which for lack of architectural planning or lack of coordination with faculty requirements remain unused, and a multitude of other specially designated areas which reflect gross waste of space.

One important consideration in planning new or expanded library facilities is the provision of conduits and electrical outlets of sufficient number and power so that closed circuit television, data phones, LDX (limited dial access), other telecommunications and audiovisual media, and further innovations in electronic communications may be introduced without further alterations in the building.

As libraries continue to cooperate in the development and exchange of materials, the question of holdings versus storage should be raised. The stacks of many academic libraries are presently filled with inactive if not useless material -- extremely long runs of infrequently used periodicals and journals, infrequently used and out-of-date texts, and extensive but infrequently used collections of government documents (U. S., foreign, and U.N.), all of which might well be considered for housing in less expensive centrally located storage areas in Kentucky.

In view of the fact that many academic libraries are housing runs of the same back issues of periodicals, and since the availability of reproduction systems is now available on a virtually instantaneous basis, it would seem to be advantageous for library and university administrators to reconsider their collection and service objectives.

With regard to government documents, we acknowledge their nonuse, but question the reason for this. We are inclined to believe that in Kentucky as in other states, their nonuse is due partly to lack of know-how by many of the librarians who should be servicing them. While the sharing or central storage of these materials may be desirable, readers should also have more help in using them.

A quick overview of the physical facilities of libraries at the community colleges indicates that, like the library programs, these will not be adequate to future needs as enrollment increases. The responsibility for building needs and space allocation should not rest solely with the director or with the librarian of a single institution, for in far too many instances the result is that the library program will be too narrowly oriented toward traditional materials and will not reflect the educational scope and objectives of the institution. Much can be learned by observing some of the excellent college and university libraries existing in Kentucky. Building programs, like services, should thus be coordinated at the state level.

E. INCOME AND EXPENDITURES

The University of Kentucky Library is the only academic library in Kentucky with a budget of over $1 million. In 1965-1966, five other institutions -- the University of Louisville, Western Kentucky State College, Murray State College, Morehead State College and Southern Baptist Theological Seminary -- had budgets ranging from $160,000 to $550,000. All other academic institutions in Kentucky had budgets of less than $100,000. The library expenditure index ranged from 2.2 for the University of Kentucky to 13.0 for the Southern Baptist Theological Seminary.

TABLE 8

OPERATING EXPENSES FOR ACADEMIC LIBRARIES, 1965-1966

	Total	Salaries	Wages	Books & Other Library Materials	Binding	Other (excluding capital outlay)	Library Expense Index OE EGE
Asbury College	49,052	21,000	13,495	9,784	3,028	1,745	5.4
Asbury Theological Seminary	52,546	30,155	995	17,837	2,361	1,198	7.4
Bellarmine College	95,740	54,166	5,131	26,455	2,870	7,118	7.1
Brescia College	61,974	36,800	2,761	19,202	707	2,504	8.8
Campbellsville College	35,355	13,930	7,904	11,068	1,559	894	4.7
Alice Lloyd College	32,184	16,800	2,675	11,960	656	93	6.8
Centre College of Kentucky	48,890	17,435	4,490	23,190	2,603	1,172	4.8
Lexington Theological Seminary	42,225	19,500	6,000	12,125	4,000	600	9.5
Georgetown College	85,121	31,513	9,783	29,297	6,860	7,668	6.9
Kentucky Wesleyan College	55,513	24,405	4,795	18,716	1,503	6,094	6.6
Loretto Jr. College	9,454	8,300		933	54	167	
Morehead State College	182,904	102,425	1,962	68,453	3,358	6,706	5.0
Murray State College	241,561	78,537	22,793	122,033	6,893	11,305	5.2
Catherine Spalding College	81,126	36,380	5,942	32,721	3,144	2,939	6.4
Nazareth College of Kentucky	38,255	22,300	4,858	8,679	1,136	1,282	6.7
Paducah Jr. College	37,625	12,200	7,903	14,861	1,932	729	
St. Catherine Jr. College	9,371	6,372	60	1,685	944	310	6.3
Southeastern Christian College	7,430	4,620	946	1,653	86	125	5.6
Southern Baptist Theological Seminary	160,275	75,047	18,425	29,485	5,987	31,331	13.0
Sue Bennett College	9,605	6,503	1,076	1,694	54	278	5.0
Transylvania College	67,222	28,016	4,552	27,859	3,493	3,302	7.2
Union College	46,254	20,040	6,200	16,746	1,344	1,924	4.3
University of Kentucky	1,203,882	608,825	87,100	397,282	43,964	66,711	2.2
University of Louisville	551,849	254,835	49,722	179,321	24,894	43,077	3.7
Ursuline College	33,349	15,000	1,534	15,433	1,172	210	3.1
Villa Madonna College	63,478	38,612	3,988	13,189	1,347	6,342	5.7
Western Kentucky State College	324,433	130,679	36,072	125,488	12,399	19,795	5.4
Kentucky Southern College	73,842	24,555	5,299	36,059	2,516	5,413	6.3

Source: American Library Association, Library Administration Division, Library Statistics of Colleges and Universities, 1965-66, ALA, 1967, p. 110-111.

F. GOVERNING BOARDS

The library in an academic institution is governed by the institution rather than by any governing board. In many instances, there is a faculty library committee, which in recent years has included students. In none of our interviews were we made aware of any problems with committees or governing boards as such. If committees existed they were accepted and were fulfilling their purpose.

What we were aware of was the lack of coordination among the state supported institutions. Although we believe the director of the library should be an administrative officer within the individual college or university, we also believe there should be coordination of activities within the university system.

We recommend that academic library consultants be available to colleges and universities on request. These consultants should be placed at least on the state level, but preferably on the proposed state library branch level. They would work cooperatively with the coordinator of academic library programs at the state level, specifically on such projects as consulting with local academic librarians, helping to coordinate regional library development together with the public library consultants, and advising on federal and state grant programs and on library building projects.

IV. PUBLIC LIBRARIES

Just as public schools were originally developed for people who could not afford private schools, public libraries were considered in early generations to be for those who could not afford memberships in private libraries or library collections of their own. Although enabling legistlation in the 1890's allowed for public libraries in Kentucky's first and second class cities, relatively few public libraries were established besides the Lexington Public Library, one of the earliest public libraries in the Southeast. Even allowing for the fact that many individuals had private libraries at their disposal, it is surprising to consider that it is less than 10 years since a public library was established in Kentucky's capital city, Frankfort.

Many individuals presently active in libraries and library service have been involved since the beginning of local public library service in their areas. This has had the positive effect of providing for a continuity frequently lacking in other locations, but at the same time it does tend to define the areas of activity and to limit the development of new services.

Most of Kentucky's libraries are on the county level. Some municipalities also have libraries, many of which now provide county service. The Louisville Free Public Library has branches, as do some of the county libraries. Service to small communities from the county or municipal library is provided mostly by bookmobiles.

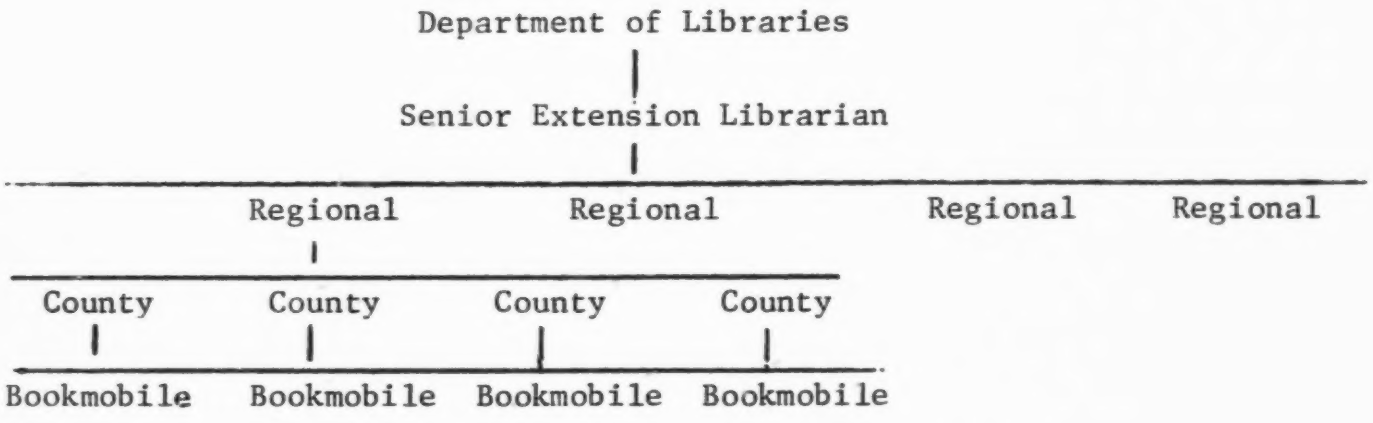
Regional systems are made up of county libraries that have joined together in order to coordinate some administrative costs, or more specifically to provide at least one professional in the region, namely the regional librarian. The regional librarian is an employee of the Department of Libraries and as such represents the department on the local level. The regional headquarters are in one of the member libraries, and the staff usually includes the regional librarian with clerical and secretarial assistance. The activities of the regional staff reflect the needs and demands of the individual county libraries.

It is interesting to note that few of the regional librarians took the opportunity offered by this study to express their opinions about current programs and services or to suggest new programs and services. Each of the regional librarians was sent a copy of the questionnaire sent to the county libraries, with a covering letter asking them not to fill out the questionnaire for the county libraries but to answer any questions they felt pertained to them. Only three regional librarians answered any of the questions, although several did return the questionnaire with a note that the questions were not applicable to regional libraries. In one or two instances, there was some concern about the authority and responsibility of the regional librarians. Most people we talked with expressed the opinion that regional librarians must gain the respect of the librarians and local trustees and that to legislate authority or responsibility would not be conducive to developing a receptive attitude in the local communities. Regional librarians spend a great deal of time developing support. In many cases, much of their time goes to trying to obtain financial support through a special vote or petition, since counties do not automatically provide for library support from property or other taxes.

We believe that in many cases regional librarians are qualified to head the proposed library districts. We feel that a master's degree should be a strictly enforced requirement for these positions. We cannot pretend that a regional librarian who is not professionally qualified can be an effective leader in the development of a new program. Nor can it be expected that younger, professionally trained individuals will come into a program unless there is professional direction at the district level.

The organization of the Department of Libraries also provides for senior extension librarians. At present, three individuals hold these positions on a full-time basis; the assistant state librarian serves as the extension librarian for the eastern section of Kentucky. Their districts are being reorganized into groupings which will permit regional groups to correspond to the economic planning units. (See the Appendix.)

The organization appears like this:



We visited a number of public libraries in Kentucky (see Appendix) and talked with many librarians. Several times we saw task forces in action in libraries other than their own; as a result we were able to meet and talk with some librarians we were unable to visit. The activities we observed, the collections we examined, and the buildings we visited, together with the ideas and suggestions of many individuals, all contributed to our understanding of the public library situation.

A. SERVICES

The scope of services which the public libraries in Kentucky provide in spite of many handicaps is a tribute to the perseverance and professional stamina of local, regional, and state library personnel. Most public libraries in Kentucky have budgets that are below national standards, operate with a bare minimum of staff and with insufficient professional staff, and occupy space that meets neither the minimum size requirements nor the requirements in design that would allow them to provide efficiently the many services which have come to be expected of public libraries today.

The libraries offering the greatest breadth and quality of service are making increasing use of interlibrary channels. Libraries that make heavy demands for interlibrary loans from other libraries and from the state are almost without exception the same libraries that have strong reader service and reference programs and good collections. On the other hand, those public libraries that have become isolated from state and regional programs and from other libraries and that do not take advantage of interlibrary loan, are often those whose own programs and collections are weakest.

The following table shows the most frequently used sources for interlibrary loans to the public libraries who returned our questionnaire.

Sources for Interlibrary Loan

Department of Libraries	70
Regional headquarters library	52
Other libraries (not identified)	9
University of Kentucky	8
Cincinnati and Hamilton County Public Library	8
Library of Congress	4
Louisville Free Public Library	3
Lexington Public Library	2

One library also listed the University of Louisville, Western Kentucky University, Fort Wayne Public Library, and Peabody Teachers College. Two libraries signified that they did not contact either a regional headquarters library or the Kentucky Department of Libraries.

One library reported that it did not lend on interlibrary loan while14 libraries did not list those eligible for interlibrary loan. All the other libraries reported interlibrary loan service for their users, many with phrases like "any patron who desires a book," "any patron who needs information we cannot provide," and "anyone in the region." Several libraries specifically mentioned interlibrary loan service for students such as "mostly students, high school and college" and "hometown college students doing research"; five libraries qualified their statements by "any patron with a legitimate request." This raises the question as to what is legitimate and who decides the legitimacy of the request. We would recommend an interlibrary loan policy which provides for granting requests for material and information without such qualifiers as "legitimate requests," "serious study," "registered library patrons," and the like.

Several public libraries have made arrangements with other types of libraries in the area for reference assistance and interlibrary loan. Some of these arrangements are with out-of-state libraries, and many others are made with college and university libraries. Covington Public Library, for example, refers patrons directly to the Cincinnati Public Library and occasionally borrows directly on interlibrary loan from that library. Covington also has reciprocal agreements with college libraries in the area (Northern Kentucky Community College and Thomas Moore). The librarian at Ashland Public Library has similar agreements with the Ashland Community College Library and borrows from the library at Marshall University in Huntington, West Virginia. The telephone is increasingly becoming a means for obtaining quick response to requests for reference and interlibrary loan assistance, although library budgets place some limitations on its use.

The use of a simplified interlibrary loan request form would make it much easier to process interlibrary loan requests. As can be seen from the tabulations on sources for interlibrary loans, more libraries turn to the Department of Libraries for interlibrary loan requests than to any other agency. When members of our case team were at the department, they made several suggestions for facilitating the processing of interlibrary loan requests, and some of these were put into operation. The work of the Interlibrary Loan Code Committee of the American Library Association may result in a new form. This committee has released a proposed code for the state, regional, and local interlibrary loans. In Chapter VI on the Department of Libraries, we have reprinted a multipart form which could be adapted for use in Kentucky. At the same time, a routine or procedure should be instituted to follow through on requests which the department cannot fill. This would include either ordering the title and forwarding it to the requesting library as soon as it is received or forwarding the request to a resource library to be filled.

Hours of service are an important aspect of the total library program. According to the American Library Association's Minimum Standards for Public Library Systems, "Well-planned hours of service must be maintained by all units in a library system." [1] The Statistical Standards supplement to the Minimum Standards reports:

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[1] American Library Association, Public Library Association, Minimum Standards for Public Library Systems, 1966, ALA, 1967, p.30. Page numbers for later references to this document are noted in parenthesis in the text.

> Community libraries serving 10,000-25,000 population should be open between 45 and 66 hours weekly. Community libraries serving 25,000 population and over should be open between 66 and 72 hours weekly. Calculate hours proportionately to the range of population served.[1]

Libraries vary greatly in the number of hours they are open each week, as reported in responses to our questionnaire. Hours range from 6 to 73. The Louisville Free Public Library was the only library to report Sunday opening hours. Several libraries stayed open until 10 P.M. one or two nights a week. The hours shown in Table 9 are the winter hours; two libraries reported opening longer hours in the summer than in the winter. The hours in which the regional headquarters office is opened are not included. In this and other tables using alphabetical designations for the regions, these do not correspond to their numerical designations; that is, Region A is not Region One, and so forth.

Bookmobiles, mostly supplied by the Department of Libraries but staffed by the local library, are an integral part of library service in Kentucky. Our questionnaire results show 65 libraries operating 69 bookmobiles. Bookmobiles are on the road an average of 30 hours per week. A few are scheduled for 40 hours per week; two libraries reported their bookmobiles were in operation less than 10 hours per week. One librarian has the bookmobile open each evening at her home after it returns from its service route.

The history of the inauguation and development of bookmobile service in Kentucky is a fascinating story. The innovative approach which was taken to provide 100 bookmobiles for use in the Commonwealth was the impetus many counties needed to develop some library service. Since that time, the Department of Libraries has maintained a continued interest in the bookmobile service. Separate collections of books for the bookmobiles have been maintained in many places.

Many of the county libraries have integrated their basic collection and the bookmobile collection to facilitate service for all residents. Unfortunately, in some areas the bookmobile and local library have operated as separate units rather than as one. The bookmobile librarian should be considered a staff member of the local or county library and as such, should be responsible to the local or county librarian. This is happening in a number of communities and should take place as soon as possible in all those in which the two services are operated as separate services.

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[1] American Library Association, Public Library Association, Statistical Standards (Addenda to Minimum Standards for Public Library Systems, 1966, ALA, 1967, p. 30. Page numbers for later references to this document are noted in parenthesis in the text.

TABLE 9

WEEKLY HOURS OF OPENING, BY REGION

Region	Total Hours Open	Average per Library	Number of Libraries Having Evening Hours*	Total Number of Evening Hours per Week	Total Number of Saturday Hours
A	48	48	1	4	7
B	186	47	2	14	33-1/2
C	142-1/2	47-1/2	1	1-1/2	24
D	286	41	5	15	40-1/2
E	148	49	2	10	16-1/2
F	133	44	2	17	20
G	91	45	1	6	12-1/2
H	188	38	2	6	34
I	251-1/2	50-3/10	4	10-1/2	40
J	174	34-1/4	2	4	27
K	122-1/2	41	2	3-1/2	18-1/2
L	452-1/2	45	8	83	66
M	215	43	4	25	34
N	245-1/2	40	2	8	49
O	241	40	1	7	41-1/2
P	152-1/2	38	1	2	24

* "Evening" defined as after 6:00 p.m. The table does not include hours in which the regional headquarters office is open.

Source: Questionnaires returned to ADL.

Table 10, which shows the equipment purchased by local libraries responding to our questionnaire, and for those libraries by the Department of Libraries, contains a number of items which were not originally on the questionnaire. The Department of Libraries has made it possible for equipment to be located in many of the smaller libraries; analysis of the statistics would show that more than half of the projectors, photocopy machines, microfilm reader-printers, record players, tape recorders, and slide projectors in Kentucky's libraries have been provided by the Department of Libraries. Fifteen microfilm readers were provided by local libraries while the Department of Libraries provided fourteen. Still, seven libraries reported they had none of the items of equipment listed in the questionnaire.

The wire network recording machines and the two FM radio stations were reported by the Louisville Free Public Library. The strength of the audiovisual collection at the Louisville Free Public Library and the progressiveness of its services and technology are recognized nationally. The Louisville Free Public Library cooperates with many other institutions in the area to provide film and sound services. In addition to serving the University of Louisville, Bellarmine-Ursuline College, and Catherine Spalding College through direct telephone wire hookups, this library also provides service to other institutions, including hospitals.

Audiovisual services, including the loan of films, have been instituted by many public libraries during the past few years. The primary source for materials is the Department of Libraries; more than 80% of the counties responding to our questionnaire noted that they had requested films through interlibrary loan during the past year. Policies affecting film service differ; some libraries will lend films or secure films only for use with bona fide groups, while other libraries will allow individuals to borrow films for their personal use. Some libraries make projection equipment available together with the films. Several individuals with whom we spoke felt strongly that specific and uniform rules are needed.

Generally speaking, the films in the public libraries are not available for use in schools. This is true in many other states as well; often, states have separate film collections in the state department of education for use in the schools. We believe materials should be made available to all who want to use them. We would prefer to see film collections, whether maintained by the public library or the school system, accessible to all potential users.

Through the years, a variety of public library services have come to be regarded as routine in many Kentucky libraries. For example, most libraries offer programs for preschool and school-age children, including story hours, summer reading programs, and perhaps special programs such as puppet shows, films, magicians, and cartoonists. Another service provided by many libraries is the display of art work from the local schools. In many cases, separate rooms were not available but they were displayed along with the regular collection of materials.

TABLE 10

EQUIPMENT SUPPLIED BY LOCAL LIBRARY AND KENTUCKY DEPARTMENT OF LIBRARIES

	Total	Own Library	Department of Libraries
Microfilm Readers	29	15	14
Microfilm Reader-Printers	9	4	5
Photocopy Machine	28	9	19
Projector	78	23	55
Record Player	85	30	55
Recording Machine	1	-	-
Teletype	-	-	-
Tape Recorder	27	8	19
Slide Projector	12	1	11
Wire Network Recording Machine	20	20	-
Ditto Machine	1	1	-
FM Radio Stations	2	2	-
Mimeograph	1	1	-
None	7	-	-

Source: Questionnaires returned to ADL.

For adults, lecturers, great books programs, art exhibits, and record concerts are again traditional. Not every library has all of these, but many have some of them. All libraries should offer telephone reference service; this means that every public library should have a telephone, regardless of whether the library belongs to a regional system.

About ten years ago, public librarians in Kentucky as elsewhere became aware of the tremendous influx of students of all ages. Few libraries were equipped to handle all the students and their needs, nor should they have been. But more libraries should have been able to meet more of the demand than they did. Working with school librarians and teachers, public libraries have overcome many of the problems by duplication of certain titles, coordinated purchasing, sharing of expensive services and reference works, adjustment of hours of service, and communication between all concerned -- student, teacher, librarian and administrator.

Federal funding has begun to provide the impetus for service to several other groups -- the handicapped, the culturally disadvantaged, those in institutions, and specialists in many fields. Large-print books and projected books are now provided by many libraries or can be obtained easily as a result of the provisions of Title IVB and State Service to the Blind. Special equipment for using materials for the blind is also available for loan by many libraries.

Library service in many institutions has been limited to collections of discarded books from other libraries. Limited funds were available and many institutions did not and do not have a professionally trained librarian on the staff. This service is treated in more detail in Chapter V on special libraries. Many public libraries have provided service to hospitals and nursing homes within their own communities. In some cases this is actually handled by a volunteer group with the library supplying the materials.

Service to the culturally disadvantaged has been a major concern of most of the public libraries in the country for the past few years. As a result, many new programs have developed and new pilot programs are inaugurated almost daily. Low-vocabulary, high-interest printed materials are in great demand. Tutoring programs with students from a local college serving as tutors, often use the local library as a meeting place. Many libraries place books and other materials in restaurants, railroad and bus stations, and other public places.

Even the housing of materials in some libraries has changed to reflect the needs of the community. For example, in areas where there is a large disadvantaged community, the interfiling of both juvenile and adult non-fiction into one collection enables the adult who is unable to read on the adult level to find books without going into the children's room.

The library is only one agency in the community, and its staff must know the community in order to develop services appropriate for it. Many libraries are participating in overall community plans relating services to a whole program. Where such plans are being developed, libraries should ask to participate if they have not been included at the start. Librarians can make available resources which might not be known by other members of the community. Individual community surveys could be conducted by librarians or even library school students to describe the community and some of its institutions.

As part of the service to the disadvantaged, some libraries have appointed community workers, who are not always professionally trained librarians. These individuals work with community groups as well as individuals and provide librarians with information about community organizations and their needs. For example, the public libraries in Charlotte, North Carolina, and Providence, Rhode Island, have had representatives of the community working to relate library and community, not to improve statistics but to improve programs, services, and collections to meet the real needs and demands of the community. In some cases, libraries have participated in training programs for young people, providing them with on-the-job training while developing skills and good work habits.

At the other end of the spectrum are the trained specialists in many communities who have not received much in the way of service from public libraries. Specialized reference service for businessmen is already developing in some areas. However, a broader network of service, through which the local public library can refer requests for material and information to resource centers, is desirable. The State Technical Services Program in Kentucky has attempted to provide services for some special groups. As more material becomes available, more services will develop which will probably result in greater demands.

An understanding of the library's role in the community is of key importance in justifying support and providing for services which truly meet needs. We found a few libraries -- and these are becoming the exceptions -- still waiting for the community to come to them. Many, though, now have an active program not only for publicizing the library generally but for presenting the library to various community groups so that a direct and personal contact can be instituted. Such activities usually have a dual effect; they also enable the librarian to get out of his own institution and thus learn considerably more about the community's needs and how the library may best relate to it.

As a final statement, we quote from the ALA Minimum Standards section pertaining to the services of community libraries (pp. 28-29):

> Communities differ, as do people. A service institution such as the library must be closely related to its constituency, to the predominant interests of local people, to their beliefs and aspirations, and to their problems. The library must know of, and work with, the organized groups and established institutions which the people maintain. It must coordinate other sources of information and ideas, avoid unnecessary duplication, and fill gaps in the intellectual resources available.

B. RESOURCES

The resources of Kentucky public libraries consist of books, periodicals, microfilm, and audiovisual material including films, filmstrips, records, tapes, and framed art reproductions. One library reported a collection of sporting equipment available for loan; other libraries must also have some, since the Department of Libraries distributed sporting equipment to 72 libraries. This is a unique service for a library to perform, and more libraries should consider ways to break out of the traditional mold of supplying printed material only.

In 1965-1966, Kentucky's libraries owned 0.09 volumes per capita and circulated 3.8 volumes per capita. The comparable statistics for the United States as a whole were 1.6 volumes per capita and 5.0 volumes circulated per capita.[1] Kentucky falls below the national average in both areas.

ALA's Minimum Standards does not discuss community libraries in as much detail as headquarters or systems libraries. It does point out (p.40) that "the community library stands as the first and convenient resource for all readers."

> Materials used regularly should be in the collection of each community library in sufficient duplication to prevent unreasonable delays in serving the needs of the community. The community library within relatively easy reach of all has standard reference materials. A variety of standard and current materials should be available in such fields as family life, public affairs, the arts, science and other topics for all age groups. Magazines of both substance and popular interest and local newspapers should be provided. In addition, a basic collection of recordings should be maintained, and films if not locally held, should be available on request from the system. Other non-book materials used regularly should be in the local collection-

ALA's Statistical Standards (addendum to Minimum Standards includes the following statement (p.2):

> If the total needs of the community are reflected adequately in adult nonfiction requests to community libraries, the following chart indicates the percentage of adult nonfiction materials available to meet these requests without interlibrary loan.

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[1] U. S. National Center for Educational Statistics, Division of Statistical Operations, Statistics of Public Libraries Servicing Communities with at least 25,000 Inhabitants, 1965, Washington, D. C., U. S. Government Printing Office, 1968.

Population Served Under 10,000	Percent of Adult Nonfiction Materials Locally Owned
10,000 - 24,999	35-50
25,000 - 49,999	50-65
50,000 - 99,999	80-95

A minimum of 80% of the juvenile materials requested should be available locally.

The waiting time for reserved materials of a regularly-used nature should not exceed six weeks. Reductions of loan periods for regularly used materials whether on a continuous or seasonal basis should not be imposed in lieu of duplication of copies.

Each individual library will have to relate the standards to its own collection as well as to the headquarters collection. We cannot emphasize enough that the availability and accessibility of materials are as important as the scope of the collection itself.

The total number of volumes in a collection should be considered in relationship to the total number of titles Most libraries have not kept a record of the number of titles, we believe all libraries should do so. Table 11 shows the number of periodical subscriptions and volumes in collections for the libraries which responded to our questionnaire, and indicates which of the libraries have microfilm holdings. These statistics do not in any way indicate duplication of titles. For example, we can probably assume that the 235 periodicals received by the four counties in Region B probably include at the most 100 titles; something similar would probably hold true for books and microfilm collections.

Table 12 gives comparable information on the audiovisual holdings of libraries. Again, it offers no way of identifying duplications.

In the National Inventory of Library Needs, Kentucky was one of the two states without a single library which met volume standards. Although we believe great strides have been made to develop collections, we also believe that many of the libraries still do not meet the volume standards. Using 1960 population statistics and 1965 volume statistics, we measured some individual library holdings against a standard of three volumes per capita, a midpoint between the two to four recommended. We found libraries still substantially lacking in their holdings by this standard.

Our questionnaire requested information as to whether library materials were supplied by the local library or by the Department of Libraries. With few exceptions, mainly consisting of libraries outside the regional program, most of the material was supplied by the Department of Libraries.

TABLE 11

RESOURCES IN REGIONAL AREAS

Region Identification	Responding Libraries	Microfilm	Periodical Subscriptions	Number of Volumes in Collections
A	2	yes	--	--
B	4	yes	235	73,122
C	3	yes	64	22,478
D	7	yes	197	107,535
E	3	yes	81	40,097
F	3	yes	167	81,134
G	3	-	49	25,553
H	5	yes	170	75,823
I	6	yes	132	115,436
J	5	yes	78	47,974
K	4	yes	49	13,645
L	11	yes	1923	1,108,780
M	5	yes	163	72,816
N	6	yes	111	74,113
O	6	yes	109	77,805
P	5	yes	90	70,326

SOURCE: Questionnaires to ADL.

TABLE 12

AUDIOVISUAL MATERIAL AVAILABLE

Region	Films	Pictures	Tapes	Other
A	yes	9	yes	Filmstrips
B	yes	yes	yes	
C	yes	yes	yes	Records
D	5	81	yes	Records
E	yes	yes	24	Records
F	yes	yes		
G	yes	6	3	
H	14	24	22	Filmstrips (188)
I	5	72	27	Filmstrips and Records
J	yes	yes	50	Records (229)
K	yes	yes	yes	Filmstrips
L	2500	535	80,000	Microcards (61,314)
M	yes	55	20	Records (312) Filmstrips (67) Athletic Equipment
N	2	24	yes	
O	yes	52	4	
P	yes	yes	yes	Records (100)

SOURCE: Questionnaires returned to ADL.

From our examination of library collections we believe that, individually, they are comparatively well rounded in subject coverage for a general library. However, we do think something should be done about the duplication of titles which was so evident from one collection to another. Our recommendation would be to have the local library responsible for buying fiction and maybe one or two agreed-upon areas of nonfiction. We should like to see local librarians more actively involved in the book selection process. An education program should be instituted immediately to prepare local librarians to participate in the selection of materials. Procedures should be established which ensure that materials are distributed efficiently to local libraries from the regional headquarters.

Although no qualitative measures of library holdings were included in the questionnaire, we did inquire about the subject areas in which libraries had their best and most comprehensive collections. The responses are listed in the Appendix generally as they were given, with a minimum of editing. The question was variously interpreted by different libraries; The Louisville Free Public Library, for example, listed Kentuckiana, Confederate Collection and Negro Collection and did not point out its subject strengths in the general collections. A list like this is subjective but at least it presents some guides for future development.

In two areas, we did provide limited lists for checking holdings in particular areas. The following table shows library holdings in periodical indexes as reported by 74 libraries.

Abridged Reader's Guide	24
Reader's Guide	26
Reader's Guide and Abridged Reader's Guide	6
Library Literature	9
Business Periodicals Index	2
PAIS	2
Biography Index	11
New York Times Index	1
None	16

As we tabulated this information, we became aware of the fact that some of the librarians did not realize Library Literature was the name of a specific index but believed it referred to library periodicals. Several libraries reported holding no other index except Library Literature. This we believe was a case of misinterpretation.

Except perhaps for the Louisville Free Public Library, most public libraries in Kentucky do not need both Reader's Guide and the Abridged Reader's Guide, yet six libraries reported receiving both. We recommend that all public libraries receive Reader's Guide rather than Abridged Reader's Guide. If a coordinated service for periodicals were developed, under which the library user could check Reader's Guide in one library and have his request for periodicals material forwarded to a larger library, then the extra cost would be more than offset by the use and service provided.

One additional and important comment should be made about the sixteen libraries which do not receive any of the periodical indexes listed. We believe that even the smallest community library should receive an index to periodicals, no matter how few periodicals are in its collection.

Table 13 shows the responses received to the questionnaire item on book selection tools.

TABLE 13

BOOK SELECTION TOOLS RECEIVED BY PUBLIC LIBRARIES

Library Journal	43
Booklist	59
Standard Catalog for Public Libraries	50
Publisher's Weekly	10
New York Times Book Review	40
Saturday Review	47
McClurg's Book News	2
American News of Books	3
Choice	3
Hornbook	4
Standard Catalog for High School Libraries	5
Children's Catalog	8
Fiction Catalog	4
BPR (Book Publisher's Record	2
Chicago Tribune Book News	1
Book Buyers Guide	2
New York Review of Books	1
Virginia Kirkus	11
Best Sellers	1
Junior High School Catalog	1
None	4

SOURCE: Questionnaires returned to ADL.

After checking the titles we had listed, the Louisville Free Public Library attached to its questionnaire a supplementary list of periodicals whose book review sections were used in book selection. We did not include these in our totals since we were interested specifically in documents whose primary use is as book selection tools. Four libraries checked none of the titles listed on the questionnaire and added none. For a number of others, the only current book review periodical received was Booklist. Some reported they read or examined the book reviews in other periodicals, but again we did not count these titles.

Like the academic libraries, the public libraries have access to government documents which are not used as much as they should be. Federal government documents are currently housed in two public libraries that currently serve as U. S. Government Depository Libraries: Ashland Public Library and Louisville Free Public Library. We believe that government documents could provide information useful to many people if they were more readily available.

In Chapter VI we recommend a statewide program to coordinate government document collections. Meanwhile these materials are freely available. Funding could be made available to buy certain appropriate titles in quantity and make them available free of charge to library patrons. Government documents are inexpensive when compared with most other printed sources. Their acquisition presents many problems for an individual and this is a real service which many of the smaller public libraries could provide. Many government publications are available from County Agricultural Extension offices. Although some counties are coordinating the library's distribution activities with those of the County Agent, Home Demonstration Agent, and other agencies, we believe more could be done to make this a statewide activity.

C. PERSONNEL

Seen on a broad-scale statewide basis, the number of professionally trained librarians working in public libraries is indeed small. Of the 80 public libraries and regional headquarters responding to our questionnaire, only 15 reported having on the staff a librarian with a professional degree, either a BS or a master's in library science. (See Table 14). Three regional headquarters reported a professionally trained librarian on the headquarters staff; in many areas there may be only one professional public librarian for an entire county. Thus there is a great need for professional manpower among public libraries in the state.

The National Inventory of Library Needs[1] reported that 46 out of 76 public libraries in Kentucky in 1962-1963 did not meet staffing standards. According to these estimates, there was a shortage of 140 professionally trained librarians in the public libraries at that time.

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[1] American Library Association. National Inventory of Library Needs, ALA, 1965.

TABLE 14

DISTRIBUTION OF PERSONNEL BY REGION

Region Number	Number of Counties	Total Full-time Staff	Total Part-Time Staff	Number Certified	4-Year College Degree	Number of Professional Libraries with Graduate Degrees (B.S. or M.S. in Library Science)	Number with Subject Master's Degree
A	2	6	3	2	3	-	-
B	4	9	14	9	3	2	-
C	3	6	4	3	-	-	-
D	7	24	7	12	2	-	-
E	3	6	5	4	-	-	-
F	3	16	5	6	2	2	-
G	3	9	-	3	1	1	-
H]	5	11	2	7	-	-	-
I	6	15	8	11	2	2	-
J	5	10	14	4	1	1	-
K	4	4	4	6	2	1	1
L	11	180	191	59	69	27	8
M	5	9	10	11	1	-	1
N	6	9	10	6	2	-	-
O	6	10	8	9	1	-	-
P	5	9	1	8	1	-	1
		333			100	36	

Source: Questionnaires returned to ADL.

In November 1953, Laura K. Martin published a study[1] which presents some interesting statistics for comparison. At that time 121 persons were employed in public libraries with 30 of them reporting a bachelor's or master's degree in library science. In 1968, with the libraries responding to the questionnaire reporting 333 full-time employees and 287 part-time, only 36 were reported to have either a fifth year Bachelor's or M.S. in Library Science. Eleven had subject master's degrees and 100 were college graduates. In 1953, only 28 had college or graduate degrees not in library science.

It is interesting to look at Office of Education statistics on the staffing of libraries serving populations of 25,000 and more, as shown in Table 15. In their questionnaire responses, these libraries reported only six full-time vacancies; at the same time they listed what seemed in some cases to be a rather high number of professional librarians. We are inclined to believe that "professional" was interpreted to mean those holding professional positions rather than those with graduate professional education.

A consideration of the personnel shortage in this state must touch upon the problem of certification of librarians. At this time there are five different grades of professional certification, distributed among the public libraries who returned the questionnaire as shown in Table 16.

We recommend that the certification requirements for Kentucky be revised so as to provide for:

(1) A professional certificate for librarians who have completed the graduate library degree (M.L.S.)

(2) Certification on a professional level for persons with a four-year professional library degree (B.L.S.) and for librarians with majors in education who qualify for a school librarian certificate and have a library science major or minor.

Obviously, some provision must be made for persons now holding professional positions or professional certification who do not meet these requirements. However, persons who are presently candidates for a professional library degree should be given a specific time limit during which they must complete their library science requirements or else forfeit their position and their temporary certificate.

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[1] Laura K. Martin, Public Libraries in Kentucky Today: a Brief Survey. Mimeographed, 1953.

TABLE 15

POSITIONS IN TERMS OF FULL-TIME EQUIVALENTS

		Filled Positions				Vacancies			
	Name of Library or Library System	Total	Professional Librarians	Building Staff	Other Staff	Total	Profession	Annual Salary of Chief Librarian	Initial Salary of Beginning Librarian
Ashland	Ashland Public Library	8.3	1.0	1.0	6.3	1.0	1.0	$ 6,845	$
Bowling Green	Bowling Green Public Library	6.0	1.0	1.0	4.0	1.0		5,800	
Carlisle	Buffalo Trace Regional Library	15.0	7.0		8.0			5,729	
Columbia	Lake Cumberland Regional Library	18.0	8.0	5.0	5.0	1.0	1.0	7,062	
Covington	Covington Public Library	14.0	1.0		13.0			6,120	
Covington	Kenton County Bookmobile Library	1.0	1.0					3,257	
Elizabethtown	Oxbow Regional Library	12.0	6.0	1.0	5.0			7,344	6,204
Eminence	Eden Shale Regional Library	18.0	7.0		11.0			7,062	
Glasgow	South Central Regional Library	15.0	6.0		9.0			6,517	
Greenup	Greenup County Library	0.5	0.5					1,800	
Harlan	Harlan Public Library	1.3	0.3		1.0			900	
Hartford	Green River Regional Library	17.0	6.0		11.0			6,000	6,000
Jenkins	Pine Mountain Regional Library	8.0	5.0		3.0			6,625	
Lexington	Lexington Public Library	20.0	4.0		16.0	2.0	1.0	8,900	
London	Valley of Parks Regional Library	28.0	8.0	1.0	19.0	1.0	1.0	7,063	
Louisa	Big Sandy Regional Library	9.3	5.0		4.3	1.0		6,059	
Louisville	Louisville Free Public Library	191.0	95.0	21.0	75.0	2.0	2.0	14,412	5,004
Murray	Purchase Regional Library	18.0	5.3		12.7				
Newport	Newport Public Library	5.0	1.0	1.0	3.0			4,500	
Owensboro	Audubon Regional Library	22.0	5.0	2.0	15.0			7,000	
Paducah	Carnegie Public Library	15.0	3.0	1.0	11.0			6,000	
Prestonburg	Eastern Kentucky Regional Library	14.0	5.0		9.0			4,422	
Princeton	Pennyrile Regional Library	17.0	8.0		9.0			7,062	
Richmond	City-County Public Library	3.0	1.0		2.0				

Source: U. S. Office of Education, Statistics of public libraries serving communities with at least 25,000 inhabitants, 1965, Washington, U. S. Govt. Print. Office, 1968, p. 15-16.

TABLE 16

DISTRIBUTION OF CERTIFICATES HELD BY LIBRARIANS OF LIBRARIES RESPONDING TO QUESTIONNAIRE SURVEY

Libraries	Total Category	Lib. Exp.	Temp.	A	B	C	D	Full	Prior Service	Pending
In Regions	89	43	27	6	6	2	4	1		
Nonregional	59	5	-	24	9	7	7	1	1	5
Total	148	48		30	15	9	11	2	1	5

Source: Questionnaires returned to ADL. Full, Prior Service, Pending were terms used in return to us but not officially designated.

The American Library Association Bulletin for October 1968 published a position paper by Lester Asheim on "Education and Manpower for Librarianship".[1] Dr. Asheim recommends five levels of positions within a library organization. These are listed below; they might be particularly suited for public libraries in Kentucky.

Job Title	Definition	Education
Professional Specialist	E.g., subject specialist, language specialist, information scientist, administrator	Education beyond the master's degree, 6th year post-master's Ph.D., Master's in other subject field, continuing education in many forms
Librarian	General practitioner	Master's degree
Library Assistant	Preprofessional responsibilities at a high level	Bachelor's degree (with or without minor in library science) bachelor's degree plus library course work at graduate level short of M.A.

Technical Assistant	Simple, routine tasks, special skills tasks	2-4 years college A degree (with or without library technical-assistant courses) Post-secondary training in special skills
Library Clerk	Typing, filing, operation of business machines	Business school or commercial course

The line in this tabulation separates professional or preprofessional positions from other positions. Normally it is not expected that a person who chooses one of the career ladders below the line can readily switch to positions above the line. Career ladders above the line are open to those who meet the educational qualification suggested.

Programs providing training specifically for positions as classified by Asheim could be developed within the already existing library education structure in Kentucky. These programs could be accredited for the particular levels of training they offered. Competent individuals would be trained for all types of library service. Professionals at the top levels could be used only where they were most needed; other library staff would be trained to refer problems beyond their control or understanding to someone at the next level, whether in the same library or in one some distance away.

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[1] Lester Asheim, "Education and Manpower for Librarianship," ALA Bulletin, October 1968, p. 1096-1106.

In addition to strengthening the programs in its own library schools, we believe Kentucky should revise its library scholarship program to allow Kentucky residents to attend accredited library schools outside the state. The stipulation that recipients of scholarships must agree to work for a certain length of time in Kentucky libraries following graduation would ensure that Kentucky would benefit from this investment.

We also recommend that a sound program be developed jointly by the library schools in Kentucky and the Department of Libraries, to provide basic library education for persons who are not intending to pursue professional library degrees in a library school or university. Such a program should presuppose some background experience in libraries, and successful completion of the basic core program should provide a technical certificate qualifying its holder to administer a library of a certain maximum size (in terms of population served) or to hold certain types of positions in larger libraries. As part of the scholarship provisions suggested later in this report, a plan for subsidizing costs and time involved would be instituted between the Department of Libraries and the individual library in which such person would be employed. Courses would be planned and taught by professional library educators and would not be the "workshop" type of program often put on by state or regional library consultants as part of an overall in-service training project. Coordination of activities by the Department of Libraries, the library schools, and the Dean of the University of Kentucky Community Colleges should be established so that a library technician program leading to the associate in arts degree could be instituted in line with the basic recommendations made by Dr. Asheim. This is one area where educational TV and programmed learning could be integrated for a practical program.

One problem with implications for library training and service became evident in responses to a section of our questionnaire which had four reference questions to be answered by the librarians. These questions could be answered from basic sources that we thought would be available in most county libraries and the independent municipal libraries. Of the 73 independent and county libraries which returned the questionnaire, only four answered all four questions satisfactorily. (We did not require Louisville Free Public Library to answer the questions. The depth of resources and the scope of reference service at this library are such that the relatively simple questions posed would not be a valid level of the quality of service there.)

The following tabulation summarizes the results on each question:

Question #	Right	Wrong	No Answer
1	11	51	11
2	58	1	14
3	23	44	6
4	58	2	13

The questions and the sources for their answers were as follows:

(1) What are the seven wonders of the medieval world? (Lincoln Library of Essential Information; answer also available in one or two other sources.)

(2) Were taxis used as a means of transporting troops in World War I? (World Book Encyclopedia under Taxis. We also accepted any of several references such as the American Heritage History of World War I, which contained the information.)

(3) Is the U. S. Ambassador to the United Nations a member of the President's Cabinet? (U. S. Government Organization Manual. Several individuals cited this source but gave NO as their answer. The 1968-1969 edition contains the following statement on page 53: "The Cabinet is composed of the heads of the twelve executive departments ... and the United States Representative to the United Nations." Individuals who found the source but said he was not a member of the Cabinet did not check to see if the U. S. Ambassador to the United Nations and the U. S. Representative to the United Nations were one and the same.)

(4) Who is the present Commissioner of the Department of Public Information? (For this we accepted any Kentucky manual or governmental handbook in which the answer was available.)

This sampling substantiates the impressions of the survey team for the need for a widespread training program in basic services. We believe knowledge of basic reference works and the ability to use them should be standard requirements for all those whose positions require them to be able to interpret resources for the reader, regardless of their professional classification. The basic principles and guidelines could be presented in an orientation program and continued in-service training could be provided through a programmed instruction manual.

Another area of concern is the current salary situation in Kentucky for professionally trained librarians. We believe that unless salaries are raised to the point where they are competitive with the beginning national professional salary of $7200-$7500, few, if any, librarians from other geographic areas will come to Kentucky to work.

In the latest statistics published in 1965-1966, for libraries serving populations of over 25,000 (Table 15), only three libraries in Kentucky reported the initial salary of beginning librarians: Oxbow Regional Library $6204, Green River Regional Library $6000, and Louisville Free Public Library $5004. The National Inventory of Library Needs for 1962-1963 used an average beginning salary of $6000 as its standard for estimating costs to fill all professional positions.

It is clear, however, from questionnaire responses and interviews, as well as from our observation of a number of different library situations in Kentucky, that salary improvements and certification changes must be tied in with an aggressive and innovative program of library education on all levels.

D. BUILDINGS AND EQUIPMENT

Due primarily to the availability of construction funds under Title II of the Library Services and Construction Act, many new library buildings or additions have been constructed or are being planned. In most cases, federal funds have been made available through the Department of Libraries for approximately two-thirds of the total construction costs. Although in most cases involving a completely new building the question of site was carefully analyzed and care was taken to procure the best available site for the building, this was not always done and several new buildings are badly located.

The ALA Minimum Standards for Public Library Systems contains (p. 63) the following recommendations for town or small city libraries and for branches of large libraries or library systems:

> The community library should be located in a place to which residents come often, such as a shopping center or the community's business center.
>
> Although the convenience for adults should be given priority, the building should be so located that the greatest possible number of all age groups can reach the library frequently, conveniently and safely. The site should be located and the building designed to serve as an unceasing reminder and invitation to use the services of the library. The distances for spacing community libraries from one another will vary, depending upon the density of population and on the habits and means of transportation of the people in the areas to be served.

Sometimes a library will actually move from an out-of-the-way and inadequate site to a temporary site in the hub of the community. Libraries that have done this have been able to assume a more active and vital role in the community and have thus gained support for plans for new facilities. Table 17 lists the counties that have received funds for new buildings or building changes. Many of the newer library facilities

TABLE 17

LIBRARIES RECEIVING BUILDING FUNDS

County	Size in Square Feet	Type of Building Funded
During 1964-1965		
Henry	4,008	New
Morgan	5,000	New
Nicholas	7,568	New
Ohio	6,160	New
Fayette	14,000	Renovation
Letcher	6,000(6,500)	Renovation
Green	2,940	New
Washington	4,384	New
Union	4,396	Addition
Fleming	6,440	New
Monroe	8,016	New
During 1965-1966		
Lawrence	5,622	New
Russell	4,736	New
Whitley	5,940	New
Bath	3,004	Renovation
Logan	6,720	New
Davies	45,000 (40,000;42000)	New
During 1966-1967		
Clay	1,629	Renovation
Cumberland	5,701	New
Hardin	7,909	Renovation and Addition
Meade	5,319	Renovation and Addition
Wayne	7,062	New
Whitley	6,076	New
Woodford	7,488	Renovation
Paducah	Undecided	New
Lewis	2,871	Renovation and Addition
During 1967-1968	(Tentative)	
Jefferson	110,000	New
Caldwell	8,632	Addition and Renovation
Harrison	4,800	Renovation
Clinton	3,000	New

Source: Kentucky Department of Libraries. Square footages in parentheses are from sources that disagree with these figures.

that were built with LSCA Title II funds provide space for regional headquarters. These libraries in some cases receive supplementary aid from the state in exchange for the provision of space. The state has also provided amortization grants to some libraries to help pay for new buildings.

For the most part, the new buildings are well designed and functional. However, it might have been preferable in some instances to construct fewer and larger libraries; limitations on funds available sometimes precluded the construction of a building large enough to meet accepted standards for new construction (0.6 square feet per capita). A professional library building consultant was not always retained, and thus building designs do not always reflect adequately the objectives, services, and programs of the libraries.

Many of the newer buildings provide for new services and materials. For example, meeting rooms to be used for library programs and by community groups are fairly standard in the newer libraries. Services relating to audiovisual equipment and materials are more accessible to both children and adults. Services which formerly may have been "played down" such as art displays, records for loan, and the like are now more conspicuous because of their physical location in a new building and as a result are used more consistently and by many more individuals. The addition of lounge space for readers and separate areas for children and young adults has invariably greatly increased the use of libraries and enhanced their value to their communities.

One project of significance not only to libraries in Kentucky but to all libraries, is the plan of the Model Cities Program in Pikeville. This plan includes a model for a multipurpose library building which shall serve as a public, school, and college library. All relevant facilities will be provided within one structure. Materials in this central library will be used to greatest advantage and the collection itself will encompass more than could be achieved singly.[1]

Unfortunately, library service to many individuals in Kentucky is still bookmobile service. We are not convinced that the importance and value of a central library building has been made clear to most residents. A central library building which can house a varied collection of materials -- books, periodicals, microforms, and audiovisuals, plus the extras which are quickly becoming basic, such as sports equipment, tools, simple musical instruments, and the like -- can be a vital agency in the community.

Facilities within the building will vary again in the different communities. ALA's Minimum Standards specifies the following space requirements for a community library (p. 63):

> The community library quarters should have space adequate to provide the library services detailed in the written services and building programs:

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[1] In November 1968, Covington, Kentucky, was awarded Model Cities funds. We do not know whether Covington's plan will involve changes in its library.

Shelving, exhibit and lending facilities;

Space and furnishings for study and informal reading for all age groups;

Consultation and guidance to clientele by library personnel;

Meeting room and story hour space as needed;

Ample staff work space and staff quarters.

With regard to equipment, Minimum Standards says (p. 60), "Furniture and equipment should harmonize with the architecture of the building, contribute to the efficiency of the library service program and provide a comfortable, inviting environment."

E. INCOME AND EXPENDITURES

The latest library statistics published by the Office of Education are for the fiscal year 1965. These statistics cover libraries serving populations of 25,000 or more; the 1962 statistics covered libraries serving populations of 35,000 or more.

The income and operating expenditures of libraries serving 25,000 or more in Kentucky in fiscal 1965 are shown in Table 18 and summarized below:

Total	Percent from Local Government	Percent from State Government	Total	Total Per Capita	Salaries, Percent of Percent of Total	Library Materials, Percent of Total
$3,014,386	60.4	23.9	$2,899,056	$1.24	50.6	27.2

The aggregate United States totals show 83.9% from local government, 7.3% from state government, per-capita expenditures of $2.69, with 65.6% spent on salaries and 18.2% on library materials and binding.

The proportion of library expenditures devoted to salaries was lower in Kentucky (50.6%) than in any other state except Utah (48.7%). The proportion spent in Kentucky for materials and binding was the highest of all the states. Per-capita library expenditures in Alabama, Arkansas, Mississippi, North Carolina, South Carolina, and West Virginia were all lower than in Kentucky.

TABLE 18

INCOME AND OPERATING EXPENDITURES

		Income						Library Materials					
	Name of Library or Library System	Total	Local Government	State Government	Other Sources	Total	Salaries	Books	Periodicals	Other Printed Materials	Audio-visual Materials	Binding and Rebinding	Other Operating Expenditures
Ashland	Ashland Public Library	$ 55,851	$ 49,179	$ 1,200	$ 5,472	57,817	$ 28,463	$ 14,656	$ 1,278	$	$ 580	$ 1,955	$ 10,885
Bowling Green	Bowling Green Public Library	23,335	21,900		1,435	20,499	15,074	4,231	350			211	633
Carlisle	Buffalo Trace Regional Library	88,620	33,195	53,200	2,135	73,965	29,157	30,834					13,974
Columbia	Lake Cumberland Regional Library	98,371	18,974	72,404	6,993	97,503	37,495	34,324					25,684
Covington	Covington Public Library	46,500	42,700		3,800	43,988	26,388	9,600	900			600	6,500
Covington	Kenton County Bookmobile Library	5,300	4,500	800		4,745	3,257	1,060				41	387
Elizabethtown	Oxbow Regional Library	86,302	23,800	55,417	7,085	84,544	35,411	36,742					12,391
Eminence	Eden Shale Regional Library	87,335	29,853	53,854	3,628	78,469	29,022	32,433					17,014
Glasgow	South Central Regional Library	88,165	29,307	52,932	5,926	84,272	33,463	33,114					17,695
Greenup	Greenup County Library	2,900	2,000	900		2,959	1,800	1,017					142
Harlan	Harlan Public Library	5,290	508	2,550	2,232	3,338	2,625	282					431
Hartford	Green River Regional Library	69,079	21,320	47,306	453	67,650	32,057	30,174					5,419
Jenkins	Pine Mountain Regional Library	63,771	14,282	46,414	3,075	61,397	20,922	29,912					10,563
Lexington	Lexington Public Library	130,554	126,046	1,500	3,008	110,200	75,157	15,435	300		321	1,700	17,287
London	Valley of Parks Regional Library	106,629	33,879	66,974	5,956	101,876	45,027	36,083					20,766
Louisa	Big Sandy Regional Library	68,132	23,121	44,500	511	61,705	27,006	28,856					5,843
Louisville	Louisville Free Public Library	1,454,891	1,068,125		386,766	1,395,110	787,496	204,208	15,978	2,007	21,984	27,951	335,486
Murray	Purchase Regional Library	79,925	17,488	51,902	10,535	76,187	20,682	31,643					23,862
Newport	Newport Public Library	23,874	21,869		2,005	22,795	16,338	2,631				300	3,526
Owensboro	Audubon Regional Library	152,050	82,237	57,538	12,275	133,685	51,531	44,592					37,562
Paducah	Carnegie Public Library	60,600	53,246	650	6,704	96,542	51,529	8,900	1,148		1,334	5,426	28,205
Prestonburg	Eastern Kentucky Regional Library	113,434	59,634	52,329	1,471	114,459	45,793	38,699					29,967
Princeton	Pennyrile Regional Library	96,541	36,689	56,219	3,633	98,590	46,768	34,599					17,223
Richmond	City-County Public Library	6,937	5,600	1,200	137	6,761	4,139	940	33	20			1,629

Source: U. S. Office of Education, Statistics of Public Libraries serving Communities with at least 25,000 Inhabitants, 1965, Wash., U. S. Govt. Print. Off., 1968, p. 45-46.

Our questionnaire for public libraries included a number of questions pertaining to their sources of financial support. Unfortunately, a number of the respondents entered their total funding under each source. We have tried to separate these into state and local funds and have summarized the results in Table 19.

TABLE 19

SOURCES OF FUNDS FOR KENTUCKY PUBLIC LIBRARIES

Region	City Funds	County Funds	Other Funds	Total Funds
A	$ 27,672	$ 300	$	$ 27,972
B	25,855	26,845	7,487	60,127
C	1,400	600	1,180	3,180
D	9,950	7,840	14,302	32,102
E	26,358	300	1,984	28,642
F	23,548	55,533	23,935	103,016
G			1,050	1,050
H	9,778	10,732	4,001	24,511
I	28,000	550	8,073	36,623
J	11,795	3,000	8,803	23,598
K	12,507	2,400	1,854	16,761
L	532,650	936,398	469,423	1,938,471
M	9,834	15,333	25,005	50,172
N	11,318	2,950	21,777	36,045
O	33,703	3,630	8,165	45,498
P	12,700	7,339	5,222	25,261
			Total Library Support	$2,453,029

Source: Questionnaires returned to ADL.

As we did not receive complete returns from most regions, it is not practical to try to estimate per-capita local support. Table 20 lists the counties and their assured per-capita income, on the basis of data from the Department of Libraries. An analysis of these statistics shows six counties with assured per-capita income of over $2.00 -- Hancock, Hickman, Kenton, Lyon, Rowan, and Todd. We are told, however, that Hickman County no longer has this support.

Since 1966-1967 twelve counties have passed local taxes for library services. The present 1968 count totals 70 counties. This means that more than one-half of Kentucky's counties have assured library income. Great effort has been expended to have these taxes approved in individual counties, and several counties are currently working toward a tax vote or petition. Some counties have probably approved a tax since the charts were compiled, and it is hoped that others will in the near future.

TABLE 20

County	Per-Capita Income	County	Per-Capita Income
Kenton	$ 2.63	Edmonson	$ 1.04
Lyon	2.59	Letcher	1.02
Todd	2.46	Wolfe	1.02
Hickman*	2.13	Nicholas	1.01
Rowan	2.10	Menifee	.98
Hancock	2.08	Ohio	.97
Marhshall	1.93	Henry	.96
Anderson	1.92	Pendleton	.94
Caldwell	1.77	Union	.93
Calloway	1.75	Marion	.84
Taylor	1.71	Laurel	.84
Jessamine	1.59	Washington	.83
Garrard	1.58	Monroe	.83
Metcalfe	1.54	Lawrence	.80
Nelson	1.52	Russell	.72
Owen	1.52	Fleming	.70
Hart	1.51	Meade	.63
Breathitt	1.49	Crittenden	.62
Breckenridge	1.47	Shelby	.53
Graves	1.44	Barren	.51
Leslie	1.44	Bath	.51
Larue	1.40	Whitley	.50
Lincoln	1.38	Allen	.48
Morgan	1.33	Lewis	.47
Logan	1.29	Adair	.43
Knott	1.27	Rockcastle	.42
Bullitt	1.25	Knox	.40
Harrison	1.25	Cumberland	.37
Pulaski	1.25	Floyd	.37
Bourbon	1.16	Wayne	.36
Green	1.14	Hardin	.35
Johnson	1.13	Harlan	.34
Perry	1.11	Magoffin	.30
Butler	1.08	Clinton	.26
		Clay	.12

* Library district has been discontinued.

The passage of a tax either by vote or petition requires public support in concert with an active public relations program. The library must be known in the community and the regional or county librarian usually is an active worker in developing support. It is not unusual for a senior extension librarian to devote a large proportion of his time to the passage of a tax. This requires not only the regular work week but also personal time of citizens and staff members. Only through the dedicated efforts of those who believe in public libraries and the support they require could the current level of support have been attained. We must point out that the need for local support is of vital importance. Legislation at the state level is badly needed to provide for local support without the extensive campaign which is currently required.

State aid has tended to come in the form of services rather than direct grants. Since materials, processing, bookmobiles, and regional staff are all provided by the state, grants to county libraries in regions for the purchase of materials and for other expenses are comparatively small, usually amounting to $2000 per library. Although the state grants salary supplements, these are for individuals who meet standards rather than for the salary fund of the library.

In Chapters VI and VII, we propose major changes in the way in which libraries are funded, both through the Department of Libraries and at the local level.

F. GOVERNING BOARDS

We did not attempt to include a survey of trustees or trustee activity in Kentucky as part of this study, mainly because John Frey of Jeffersonville Township Public Library in Indiana was already conducting such a survey. However, at this writing, we have not seen the results or a report of his study.

Even though visits with library boards were not a part of the study, we did meet a number of trustees when we visited individual libraries. These interviews and our questionnaire returns have led us to some general conclusions. The most important of these is that although the state law does provide for the establishment of regional library boards, these boards are practically nonexistent and apparently not an active, vital force in the regional systems. It is unfortunate that the regional board has become defunct for lack of having a clearly defined responsibility and clearly authorized powers and obligations. When the regional boards were first appointed, enthusiasm for regional programs was enough to keep them in active operation. Over the years, however, regional boards in virtually every part of the state have ceased to meet because of the lack of "anything to do" other than accepting the annual report (or "progress report") submitted by the regional librarian.

In first-class cities, the twelve members of the board of trustees are appointed by the mayor. The appointment procedures, terms of office and other pertinent information are described in KRS 173.040(1-3).

Cities of second to sixth class, counties, and regions have trustees appointed under KRS 173.340. The selection of trustees according to the Kentucky Library Laws follows a somewhat unusual pattern. County and regional trustees are appointed by county judges. The Department of Libraries submits to the county judge twice as many names as are eligible for appointment for his consideration and he makes the final selection. A recent opinion of the Kentucky Attorney General's Office prohibits dual office holding, so that elected superintendents of schools are not eligible for appointment to the board of trustees. In many communities the superintendent of schools had been a member for years and elimination of them from trustee boards has created problems.

Many of the public libraries in Kentucky whose opinions are well planned, well supported, and clearly defined owe their effectiveness in part to boards of trustees who understand library problems and are able to delegate authority wisely. In many specific cases, it was evident that the diverse professional capabilities and experience of library board members were of direct help in the planning and operation of different aspects of the library program.

On the other hand, there are libraries with library boards whose reappointment is self-perpetuating and whose outlook on library problems does not reflect growth nor the increased responsibilities of modern public library service. In many cases, these boards have failed to delegate the appropriate authority for the operation of the library. Policies have not been stated in written form, and often have not been defined at all. Librarians have had no guidelines (and thus no support) on matters such as censorship, the right of citizens to have access to all kinds of material, and most importantly -- book selection. Some librarians expressed very strongly the view that library boards could make a more positive contribution to service than they do now.

Because a library board is potentially so important to the successful fulfillment of the library's role in the community and in relation to the total library system, library boards should be carefully chosen, kept reasonably active, exposed to a variety of training and developmental experiences. Institutes and workshops should be established for trustees. An effective board should have a clear understanding of the library's objectives and should be able to formulate and support a library policy that reflects community needs and establishes productive relationships with other libraries and with educational institutions.

Along with the boards established by law, we would recommend library council for communities or areas. These would be composed of representatives of each of the four main types of libraries -- academic, public, school, and special -- and would direct their energies to providing an interrelated library program for the community. We believe that an interchange of ideas and views of people from different types of libraries will make for a stronger program of library service.

Another organization that can be of great help to a library is a Friends of the Library group. These are groups of interested lay citizens who can assist various library projects and provide a liaison among the community of readers, the library administration, and the board. These groups work closely in line with the objectives of the library and are usually formed at the board's instigation.

Our questionnaire item about Friends groups produced answers from 72 libraries. Twelve reported that they had groups; one was in the process of forming a group. The remaining 59 said they did not have local groups, but some of these reported that they had members in the state group. Memberships in the 12 groups ranged from five to 500. One had 42 members, but was reported as "inactive" at this time. Many of the libraries without groups hoped to organize them in the future. However, many also felt that citizens in the community were not sufficiently interested in the library, particularly in view of the competition for their time from other organizations. Several individuals felt a group could be formed if someone from the Friends of Kentucky Libraries, Inc. came into the community, described the organization, and helped to form a group. Certainly this is an area in which the Department of Libraries staff can be of great help.

Finally, we believe that it is now essential for the administrative organization of library service in Kentucky to adapt to the changing needs and demands for services and materials. Our proposed program is described in Chapters VI and VII. It provides for a stronger state library agency with support available from resource centers and branch offices, while allowing for the development of local initiative with the merger of local libraries into systems providing increased depth in collections and flexibility in services. The emphasis we have given in this report to library education reflects our conviction that an able local staff prepared to be active and assertive in the improvement of service and the formulation of policy is just as essential to an effective statewide library program as is a strengthened administration at the state level.

V. SPECIAL LIBRARIES

Special libraries include the libraries of private organizations such as the Filson Club in Louisville, and of business or industrial concerns such as the Courier-Journal, Girdler Catalysts, or General Electric. They also include the government-sponsored libraries in the Kentucky Department of Commerce Library, the State Law Library, and the Legislative Research Commission Library. The privately supported special libraries in Kentucky are concentrated in the Louisville area, while predominantly government-sponsored ones are located in the Frankfort-Lexington area. There are also libraries at many government and privately supported institutions, such as prisons, hospitals, and homes for the aged.

For this study we have treated the departmental special libraries at the academic institutions as part of the college or university library organizations rather than as special libraries. We recognize that their collections and services tend to resemble those of special libraries more than any other type of library. At the same time, they are one segment of an overall library operation at the academic institution and we considered them as such.

Standards for special libraries have been developed and were published in Special Libraries, December 1964.[1] Guidelines on standards have also been developed within particular subject areas, such as advertising. Some of the special libraries we visited exceeded these standards with regard to the qualifications of the special librarian, the services offered (such as translations, literature searches, and basic reference), and the use of automated routines as part of information retrieval programs. In any case, most of the special librarians we interviewed were aware of the standards and could point out areas where their libraries did not, and probably would not, meet these standards.

Recently the State Technical Services Act was established to provide for more direct and detailed information services in the fields of business, science, and technology. The program in Kentucky has developed into two separate activities, the Developmental Services Information Analysis Center (DSIAC) located at the College of Business and Economics, University of Kentucky, and the Greater Louisville Technical Referral Center at the Speed Scientific School of the University of Louisville. These are not libraries but service centers for individuals and libraries. The location of existing special library facilities in Kentucky has influenced the form these programs have taken.

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[1] "Objectives and Standards for Special Libraries," Special Libraries, vol. 55, No. 10, Dec. 1964, p. 672-680.

The DSIAC program is concerned with the informational needs of small businesses. Field engineers visit local industries on a regular basis and then transfer requests for information to the center. Information is searched using local library facilities and other resources when necessary. The information then is sent to the requesting engineer who eventually refers it to the original inquirer. This is an example of special library extension services by means of custom-made packaged information programs.

The Greater Louisville Technical Referral Center has directed its efforts to providing services for existing special libraries. A union list of periodicals in the special libraries of the Louisville area has been prepared and published as Technical Serials in Louisville.[1] This list also includes technical serials received at the Louisville Free Public Library and the University of Louisville. Plans are now being made to develop a cooperative periodicals acquisition program. The Technical Referral Center will also participate in a TWX setup if one becomes available. It also plans to develop a reference location service whereby needed material can be quickly located within the Louisville area. A photocopy transfer system has also been instituted, so that member libraries can receive photocopies while records are maintained by the Center rather than by each of the participating libraries.

Through the efforts of the State Technical Services Program at the University of Louisville, arrangements have been made whereby periodicals belonging to libraries in the area may be stored at the university. These materials must be at least five years old and must be titles which are in the university's collections. At the end of one year the owning library must decide whether to keep these or to permanently discard them.

Since we visited and talked with individuals at the DSIAC and Technical Referral Centers in September 1968, a cooperative program has been instituted to publish a statewide union list of scientific and technical serials. This will include the holdings of the agriculture, biological sciences, engineering, chemistry-physics, mathematics, and geology libraries at the University of Kentucky.

The several institution libraries in the state are classified as special libraries, although the primary service which they provide is more comparable to that of public libraries and they must in addition try to fill the role that would be filled outside the institution by all types of libraries. Service to institutions is covered by Title IVA of the Library Services and Construction Act. The Kentucky Department of Libraries has a Title IV coordinator on its staff, who is responsible for selecting books for state institutions with funds allocated by federal-state grants and who visits the libraries at these institutions as a consultant.

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[1] Technical Serials in Louisville, Greater Louisville Technical Referral Center, 1968.

A. SERVICES

The role of special libraries can no longer be viewed simply as one of serving their immediate supporting organizations. In recent years, special libraries have increasingly adopted a policy of offering service to outside persons and institutions.

One of the reasons for this change is that, in areas where before only one or a few special libraries existed, there are now numerous such libraries, and those willing to make their materials available to others can in turn gain access to the other collections. In addition, the public, college and university, and governmental libraries now have collections with sufficient depth to contain materials of interest to the special libraries. Finally, improved methods of communication and photoreproduction, together with the computer and other information retrieval systems, have greatly facilitated the exchange and sharing of services and resources has become much more feasible.

In view of these trends, it is not surprising that 35 of the 40 libraries responding to our questionnaire indicated either that they are open to the public or that they honor reference referrals from other libraries. Most of them said that they were definitely interested in participating in cooperative projects, not only with other special libraries but with all types of libraries. Special librarians wanted a strong state center, with a network of libraries and information centers connected by TWX to handle loan requests and referrals.

Of paramount importance to the success of any such cooperative endeavor is a clear-cut, well defined, and physically practical means of communication. This was noted by virtually all the librarians who were interviewed or returned questionnaires. It is particularly true for special libraries, whose primary objective is immediacy of service; while agreements alone can eventually produce requested material, they need an efficient communications network if they are to produce the material quickly enough to be useful. Because the effectiveness of communications is so closely tied to the quality of service, it also is likely to influence the level of financial support that the library is able to obtain. Special librarians are often particularly sensitive to this, since -- and this was found to be true in many of the libraries visited -- special libraries may have to compete for funds with their companies' profit-making operations. Furthermore, if the library is to justify the relaxation of service limitations, it must be able to demonstrate that cooperative arrangements will benefit the company.

Special libraries secure interlibrary loans from a wide variety of sources. Most frequently, the path of subject specialty is followed through company-related libraries or other special libraries. Considerable use is also made of the collections of the University of Kentucky and the University of Louisville and their departmental libraries. Because

Kentucky's special libraries are located for the most part in the heavily populated urban area around Louisville, they do not often use the regional state universities.

B. RESOURCES

Implied in the willingness to share resources and to honor requests and referrals from other libraries is the need to establish means for locating resources and means for sharing responsibility for subject areas. Thus, the suggestions of librarians indicating an interest in cooperative agreements emphasized the expansion of TWX networks or WATS lines, the institution of union catalogs and of a state union list of serials, and the establishment of a mechanism whereby duplicate periodicals could be exchanged. Another suggestion was that quarterly meetings be held in which special librarians could review major acquisitions and new services.

About one-third of the special libraries responding have access to TWX; almost all of them have either microfilm readers or microfilm reader-printers. Most have recording machines and photocopying machines, and about one-half have projectors with which to show slides or motion pictures. A number of special libraries in Kentucky have unusual resources and holdings. For example, the Filson Club has collections of books and other materials pertaining to genealogy and Kentuckiana. There is also an extensive manuscript collection and a collection of early Kentucky newspapers and county records. This club is supported through memberships and endowment funds, but its genealogical collection and other materials are available to anyone coming to the library.

The library of the Department of Commerce, in Frankfort, provides industrial and demographic data, gives information on basic resources and area planning, and provides related services to the public and -- to a large extent -- to students working on assignments. On occasion the Department of Libraries uses the Department of Commerce Library for referral of reference questions. Small libraries are maintained by the Department of Commerce in various parts of the state. These unmanned deposit stations provide materials of a promotional nature relating to the local area, particularly its industrial development.

The Archives and Records Services provide storage facilities for various state departments. They also have microfilm equipment belonging to the Kentucky Historical Society, which is being used to microfilm land records from the office of the Secretary of State.

The library at the National Institute of Mental Health Clinical Research Center at Lexington (NARCO) is actually divided into three separate units. One is a patients' library providing the sort of service that any adult would expect from a good public library. Next, there is the professional library serving the professional staff at the institution. This library has one of the country's outstanding collections of materials relating to drug dependency. Finally, there is a research library for the Addiction Research Center. The materials in this library relate to the chemistry, physics, and pharmacology of drugs and drug dependency, rather than to its sociological aspects. Persons using these several libraries are able to obtain interlibrary loans from various sources. A heavy reliance is placed upon the University of Kentucky Medical Center, the Veteran's Administration Hospital at Lexington, and the University of Kentucky Library. Other interlibrary loans are received from the National Library of Medicine and the National Institute of Health Library in Washington, D. C. Books for the patients' library are secured on interlibrary loan from the Cleveland and Cincinnati Public Libraries. NARCO sends franked mailing labels with its ILL requests. This institution serves as a dissemination agency for material on drug dependency, often giving out free packets of information, to meet requests on all levels from those of school children doing class projects to those of graduate students and professionals in fields related to drug dependency.

The Department of Corrections is actively trying to improve services in the libraries serving its inmates. Libraries in the institutions serve primarily two functions -- that of a general or public library to the general population and that of a school library supplying educational materials to those inmates enrolled in its courses and schools (about 20% of the population). Interlibrary loans are secured directly from the Department of Libraries. The major institutions have small professional collections for the use of custodial and professional staff. These consist of titles in the fields of criminology, sociology, and penology; they are not large enough to be described as libraries. Through a grant from the Department of Libraries, both of the major correctional institutions now have small collections of law materials to help inmates prepare their writs.

The library at Girdler Catalysts is presently using TWX to retrieve information from other libraries in the company and has developed a Uniterm file to locate information and equipment catalogs. The librarian is interested in developing a system for computer information retrieval within the company.

The collections of several libraries in the Louisville area already reflect changes in policies of book selection in response to cooperative agreements. Several libraries are re-evaluating collections and are adding or weeding books on the basis of the availability of outside resources. Several suggestions have been made for a plan of cooperative subject acquisitions, especially for periodicals, and special services.

While traditional patterns of interlibrary loan use have inevitably shown smaller libraries ("smaller" in terms of size of holdings and budget) making by far the greater proportion of requests of a very few larger libraries, this would not necessarily hold true for interlibrary cooperative practices among special libraries and larger public and university libraries. While small public libraries rarely have materials that the large ones do not also have, a special library may possess greater depth in a particular subject than a large public library or even a university library. Thus, patterns of request and exchange are likely to be more equitably divided between large libraries and special libraries than between large libraries and small public libraries. This reciprocity should play a strong and positive role in the formulation of interlibrary agreements and should enhance communication among participants.

C. PERSONNEL

Special libraries suffer from the same shortage of professionally trained librarians that is found in other types of libraries. Most of the special libraries have only one or two full-time people and fewer than half of the special librarians included in this study have had formal professional library education. Many, however, have had some training in librarianship and most possess educational backgrounds in appropriate subject areas. For the Louisville area, it has been suggested that a listing of the talents and skills available in the various special libraries might be useful to each librarian. Special librarians in the Louisville area have also sponsored and organized a training program for people working in special libraries. Many of the special librarians participate in the instruction as well as in the preparation of material to be used in the course.

The personnel problem is also reflected within the institution libraries; while the NARCO library does have a professional librarian as director of its library activities, it also has several vacancies for professionals. The correctional institutions in the state do not have librarians working either on the state departmental level or within the institutions themselves, although educational certification requirements for civilians employed as teachers within these institutions are very closely adhered to.

The greatest single hope for resolving the personnel shortage in special libraries is of course the library school. One solution would be to have courses given in the Louisville area by the Library School at the University of Kentucky. Such courses could be made available to either matriculated or nonmatriculated students and could also be directed towards post-professional education for persons already possessing graduate degrees in librarianship.

Another solution may be found in programs such as the one NARCO is presently offering; this is an internship combining in-service training and professional education, with room and board and a stipend for library school students assuming some professional responsibilities at NARCO while attending, on a part-time basis, the University of Kentucky Library School. Unfortunately (and this is often the case with correctional and custodial institution libraries), this possibility exists only for male students because of the nature of dormitory housing available for staff.

It is highly probable that, with some encouragement, major corporations having special libraries in the area would release employee time and assume a share of the tuition, so that employees could pursue professional degrees while working. While it has for many years been a fairly common practice among libraries to adjust schedules so that "trainees" may attend classes in library school, libraries still do not often help to subsidize a professional education.

We found that a major proportion of special librarians were active in either the Special Library Association, the Special Library Section of the Kentucky Library Association, or both. Membership in these associations has undoubtedly contributed much to the high quality of library service to be found in the special libraries.

D. BUILDINGS AND FACILITIES

The storage problem is not unique to special libraries, but it is particularly pressing for these libraries, since their space is limited and their collections are often more weighted toward current materials than are those of most libraries. The maintenance of "live" storage facilities for special libraries is one area in which cooperative efforts can be useful.

An example of cooperative storage is provided by the Archives and Records Service of the Commonwealth. Over ten years ago, a study of record storage problems in Kentucky revealed that the cost for storing records came to a staggering $60 per cubic foot. As a result of this study the Archives and Records Services was organized and facilities were put into operation (although the present operation is not what was recommended by the study). The Archives and Records Services now stores "low activity" materials -- materials that are referred to no more than once per month.

Naturally, the possibility of microfilming materials which might otherwise be stored presents another solution. Such a project would afford further opportunities for cooperative agreements among libraries.

None of the special libraries included in this survey was housed in a building of its own; although the Filson Club Library is in the club building, it shares the building with the club's museum. All of the libraries therefore must compete for space with other parts of their organization. In many cases it was clear that increased services would lead to additional space and facilities requirements, although in the case of NARCO, the expansion of library activities and the creation of a new research library were accompanied by a reduction in the patient population, thus affording the libraries space that previously had been allocated for other purposes.

E. INCOME AND EXPENDITURES

Many of the special libraries responding indicated either that they received a small budget or that they had no budget allocated specifically for library purposes at all. Often the library budget is incorporated as part of that of another division or organization (for example, the Department of Commerce Library is part of the Division of Research), and in any case the library in a commercial institution must compete with income-producing departments although the library itself is not income producing. The situation is somewhat parallel to that of many public libraries, for in many instances a public library actually serving only a part of the community must compete with other local government agencies that are serving the total community. Thus both types of libraries need to draw up budgets and fiscal allocations carefully and must be prepared to defend them.

F. GOVERNING BOARDS

Governing boards appear to play no relevant part in the management and operations of special library services. Some special libraries do have library committees acting in an advisory -- or occasionally policy-making -- capacity. We are not aware of any in the libraries we visited, nor do we recommend them. We would recommend that the librarian have direct responsibility to a member of the administrative staff in the sponsoring organization and be considered a department or division head in the administrative structure. The librarian needs to know not only what is going on currently in the organization in terms of research, development, and other activities such as production, but also the plans for the future. If the librarian is a member of the middle management group, he will know of these activities and will not be depending upon someone else to share the information with him. The place of the special librarian in the organization must be clearly defined and understood by all concerned -- the administration, staff, and librarian.

VI. KENTUCKY DEPARTMENT OF LIBRARIES

A. INTRODUCTION

The Kentucky Department of Libraries is the state agency designated by law (KRS 171, 140) to "give advice to all school, state institutional, free and public libraries... send any of its members to aid in organizing such libraries or assist in the improvement of those already established... The Division shall perform such other services in behalf of public libraries as it considers for the best interests of the state." The Department of Libraries is an executive department administered by the State Librarian. Kentucky is the only state in the southeast which does not have a state library board or commission as its governing authority. The State Librarian, Assistant State Librarian, and one or two other staff members serve at the pleasure of the Governor.

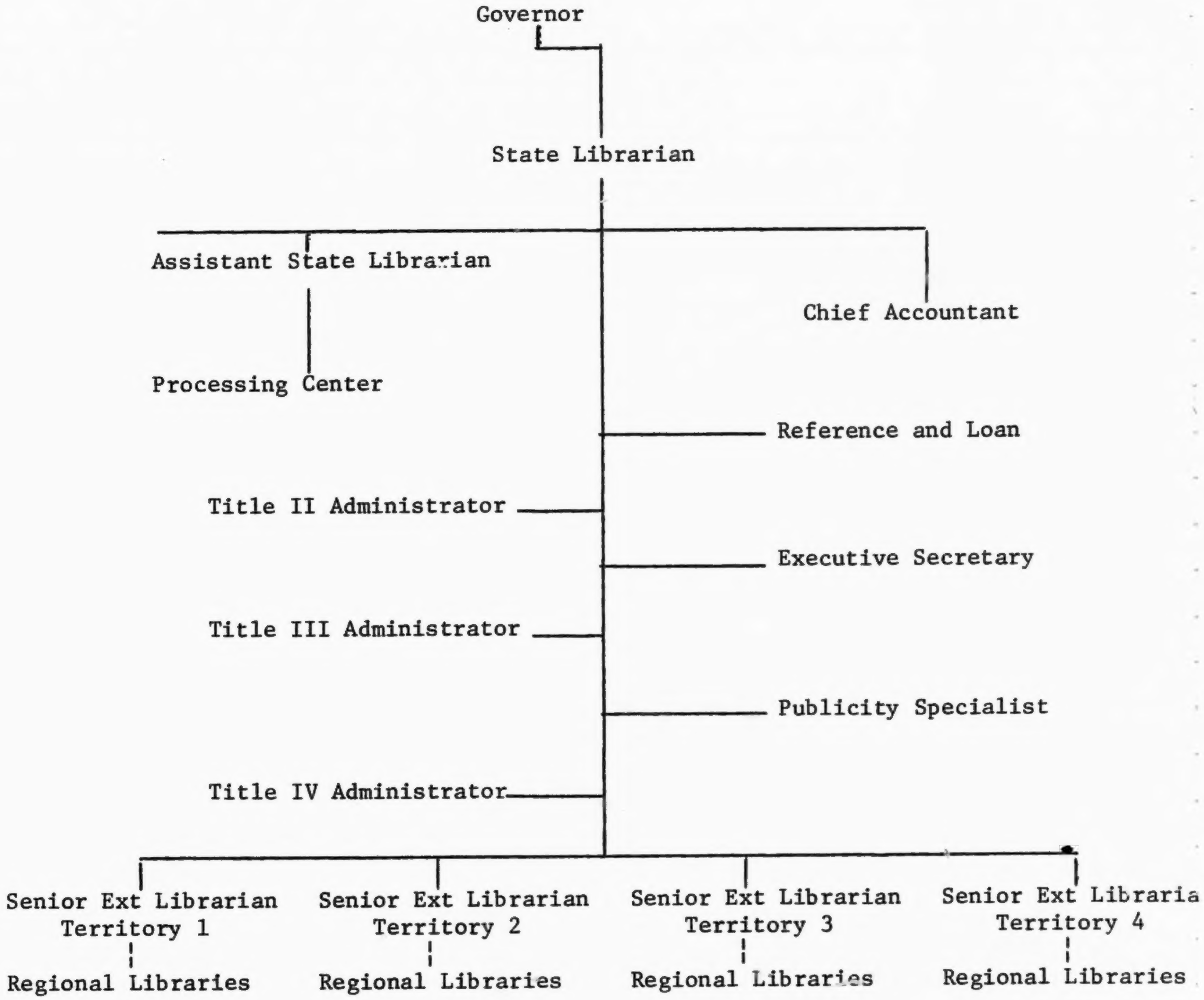
Located at Berry Hill, an estate in Frankfort, the Department of Libraries has made many physical adjustments to the mansion in an effort to make it suitable for the services and collections of the principal state library agency. However, the inadequacies of the building have of necessity placed limitations on the Department of Libraries. We support any feasible plan to provide a functional state library building; an agressive and viable program of library service such as Kentucky now needs demands appropriate physical facilities at the state level. The present state administration is actively looking for a more suitable location for the erection of a building to house the statewide library program.

This report is not intended to be an internal management study of the Department of Libraries. However, in order to understand the basic services, needs and problems involved, two members of our study team spent some time observing activities and interviewing both administrators and staff members. Our interpretation of the current organization is shown in Figure 1.

Many members of the Department of Libraries staff were interviewed and activities in the individual departments were observed. We were impressed with the obvious desire of most of these people to develop good library service and programs for libraries in the state. Recognition must be given to the fact that library service in Kentucky has developed incrementally. As funds and personnel became available, programs were instituted or established programs were expanded. The development of library service in the state, especially in counties which until a short time ago were without library service, is commendable. Bookmobiles, material collections, and professional advice have all been supplied and supported by the State Librarian and her staff. We recognize that the expansion proposed in this report may appear disruptive to the present organization, but we feel it will provide a stronger base for library support resulting in better service to both present and potential users.

FIGURE 1

PRESENT ORGANIZATION OF THE
KENTUCKY DEPARTMENT OF LIBRARIES


Governor
State Librarian
Assistant State Librarian
Processing Center
Chief Accountant
Reference and Loan
Title II Administrator
Executive Secretary
Title III Administrator
Publicity Specialist
Title IV Administrator
Senior Ext Librarian Territory 1
Regional Libraries
Senior Ext Librarian Territory 2
Regional Libraries
Senior Ext Librarian Territory 3
Regional Libraries
Senior Ext Libraria Territory 4
Regional Libraries

The present activities of the Department of Libraries include the following:

- It supplies book collections for regional headquarters libraries and county libraries, and in a few cases for municipal libraries which give countywide service.
- It supplies bookmobiles and their book collections. Staffing is the responsibility of the county or local library.
- It pays for subscriptions to the American Lending Library for county libraries in regional systems.
- It offers centralized processing at no charge to county and regional headquarters libraries for books purchased by the Department of Libraries. A small charge is made for use of this service by other libraries.
- It loans films to regional libraries and counties within regional systems.
- It serves as a resource center for an interlibrary loan program.
- It has supplied task forces to reorganize and establish libraries.
- It has established demonstration libraries and operated them for the two years before local support is required. The county must pay for rent and utilities during the demonstration period.
- Its staff has worked in counties to help them obtain tax support through a vote or petition.
- It has offered specialized assistance to both librarians and trustees relating to buildings, federal grants and general library problems of local interest.
- Regional librarians and senior extension librarians have provided professional advice and services to the best of their ability and within the limitations of both time and money.

In view of the limited funding available, the prevalent shortage of staff, and the lack of local tax support in many counties, it is almost inconceivable that library service is at the level it is in many areas. The staff and administration of the Department of Libraries, working with the senior extension librarians and regional librarians, have contributed in many ways to this development.

Our study team had access to all the statistical material, internal reports, and studies available in the Department of Libraries, plus many ideas and suggestions from staff members. We have tried to examine all the material and suggestions and to incorporate those we deem appropriate and valuable into our recommendations. Our basic conclusions about the Department of Libraries are as follows:

- The Department of Libraries requires stronger support than can be supplied by an appointed official.
- The funding of the Department of Libraries and its services is inadequate.
- The Department of Libraries collection is not large enough to support an aggressive interlibrary loan program.
- Automation of certain activities, especially in the Processing Center, appears necessary.
- The public relations activity of the Department of Libraries is inadequate for a strong library program.
- The Processing Center is a necessary and important service of the Department of Libraries.
- The present use of Department of Libraries staff as 'task force' teams provides a much needed service.
- The regional system of public library service should be phased out over a four year period.
- Procedures for selecting materials for county and regional libraries, currently the responsibility of staff at the Department of Libraries, should be re-evaluated.
- The program of continuing education for regional librarians in cooperation with the Library School at the University of Kentucky is performing a valuable function.
- The present certification law appears adequate but enforcement is difficult.

In view of these findings we recommend the following:

- The Department of Libraries should undertake an administrative reorganization to enable it to become the coordinating agency for a restructured state library network. It should perhaps be renamed the Department of Library Service and Development
- A State Library Board or Commission should be established, with membership approved by the Governor.
- The Department should be granted a substantially increased operating budget.
- It should be housed in a larger, functional building appropriate for the development of a statewide library program.
- It should take the lead in instituting improved statewide communications system.
- It should adopt a statewide interlibrary loan code.
- It should institute a strong and agressive public relations program.
- It should develop a materials collection at the state level which will not only be a backup collection for public libraries but which will provide services not readily available at the local level such as more government documents, both hard copy and microfilms, audiovisual materials, and special services.
- It should coordinate the development of bibliographical tools such as a union list of serials, union catalog, and a Kentucky index.
- It should continue to offer centralized processing and should expand this service by contract to schools, community colleges, and other interested libraries.
- It should develop specialized consultant services, plus general consultant services for college and special libraries.

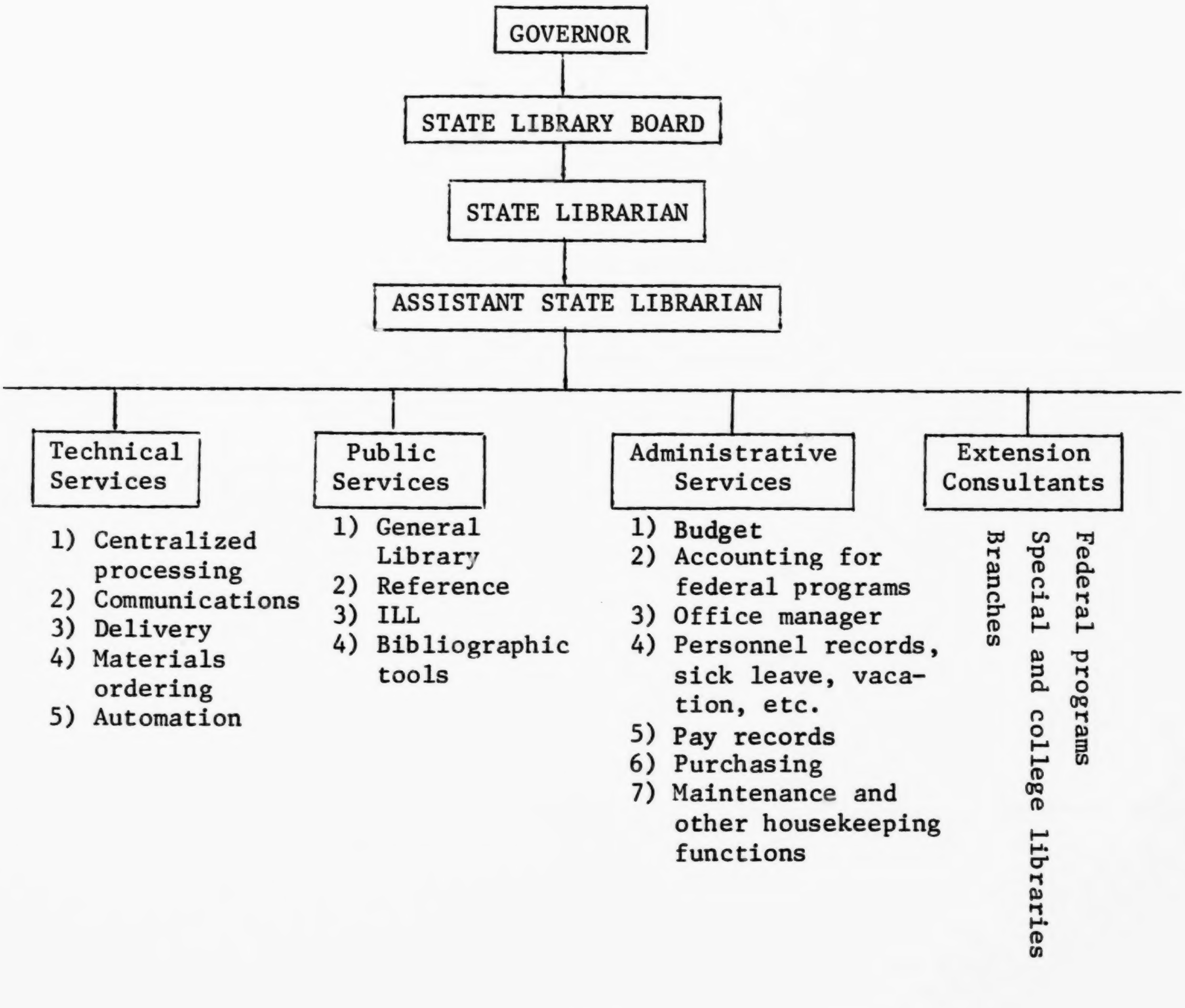
Chapter VII describes our proposals for a statewide network of library service headed by the Department of Library Service and Development. The present chapter is concerned with the Department itself.

B. PROPOSED ORGANIZATION OF A DEPARTMENT OF LIBRARY SERVICE AND DEVELOPMENT

Figure 2 shows the organization we propose for the Kentucky Department of Library Service and Development. The rest of this chapter describes how we believe responsibilities should be apportioned in the Department.

FIGURE 2

PROPOSED ORGANIZATION OF THE
KENTUCKY DEPARTMENT OF LIBRARY SERVICE AND DEVELOPMENT


GOVERNOR
STATE LIBRARY BOARD
STATE LIBRARIAN
ASSISTANT STATE LIBRARIAN
Technical Services
1) Centralized processing
2) Communications
3) Delivery
4) Materials ordering
5) Automation
Public Services
1) General Library
2) Reference
3) ILL
4) Bibliographic tools
Administrative Services
1) Budget
2) Accounting for federal programs
3) Office manager
4) Personnel records, sick leave, vacation, etc.
5) Pay records
6) Purchasing
7) Maintenance and other housekeeping functions
Extension Consultants
Federal programs
Special and college libraries
Branches

1. State Library Board

We recommend creation of a State Library Board composed of nine members, representing different groups within the Commonwealth and appointed by the Governor. Membership should reflect both urban and rural parts of the state. Recommendations for membership should be sought from the Kentucky Library Association as well as other organizations and individuals. No more than two members of the Board should be trustees of a regional, county, or municipal public library. Although practicing librarians should be eligible for appointment, the number at any one time should be limited to a maximum of three. One of the three should represent a major university, while the others should represent any two of the other three types of libraries -- public, school, or special librarians. No one type of library should have more than one member at any given time. Every attempt should be made to have the other members of the Board appointed because of their interest in libraries and not because of their political affiliations.

As Kentucky is the only state in the southeast and one of very few in the nation without some kind of library board or commission, an examination of other state laws would provide guidance and direction in preparing an appropriate law for Kentucky. We believe a State Library Board would be a major influence in the future development of library service in Kentucky. This board should be charged with the responsibility for interpreting and defending the programs, services, and needs of the Department of Library Service and Development. It would speak for the Department to the community of libraries and citizens throughout Kentucky.

2. State Librarian and Assistant State Librarian

The present administrative structure of the Department of Libraries is not suited to an expanded program of service. More direct lines of responsibility and greater definition of job requirements are needed. The number of individuals now reporting directly to the State Librarian is excessive. There should be some individuals below the State Librarian responsible for making decisions pertaining to their sphere of activity. This would free a certain amount of time for the State Librarian to participate in the planning and development of new programs and to share knowledge and enthusiasm with some of the younger librarians in the Commonwealth in continuing education or in-service training programs.

We therefore believe that there should be both a State Librarian and an Assistant State Librarian. The State Librarian should be responsible for federal-state relations and for developing a program of service to all the people of Kentucky. Decisions about specific activities or events should be handled by the individuals directly responsible, who in turn should report to the Assistant State Librarian. The State Librarian should be an administrator with overall authority and responsibility but with the ability to delegate day-to-day decisions to those directly involved.

We envision the State Librarian in a position to devote a great deal of energy to the establishment of a creative and innovative library program and the atmosphere conducive to such a program in the Department of Library Service and Development. The State Librarian should serve at the pleasure of the Library Board and should not be a civil service employee nor, as presently, an appointee of the Governor.

The Assistant State Librarian should be responsible for the day by day operation of the Department and its programs. This officer should have the authority and the responsibility for making routine decisions. Undoubtedly the Assistant State Librarian will also be involved in long-term planning, this will be the principal concern of the State Librarian. Directors of the four major divisions described below will report to the Assistant State Librarian, who should be able to work with them in developing programs and budgets for approval by the State Librarian. The Assistant State Librarian should act in the absence of the State Librarian on any matters which require action.

3. Divisions of the Department of Library Service and Development

We recommend four major divisions within the Department: Technical Services, Public Services, Administrative Services, and Extension. We are not recommending minimum or maximum staffing requirements within these divisions. We are simply outlining the functions which we believe should be the responsibility of each division; however, it should be understood that certain functions could be transferred from one division to another without upsetting the organizational pattern.

At this time, some comments are in order about recruitment and selection of personnel for the Department. The basic civil service policies have to be followed, but these policies should be examined and revised, if necessary, to allow for peculiarities in libraries. Recruitment should be on a national level rather than on a local or state one. Selection should be made on the basis of educational and professional qualifications. Political affiliation or activities should have no bearing in the selection process, nor should politics be involved in any termination requested by the Department.

a. Technical Services Division

In general we recommend that Technical Services be responsible for centralized processing, communications, delivery, materials ordering, and the application of automation. These are all functions oriented to providing service to libraries rather than to individuals.

Centralized processing should be available to all libraries in Kentucky on a contract basis and on a standard fee schedule based on cost. We do not recommend continued operation of the processing center without fees. We believe the volume will grow to a point that the Department could not afford to keep it in operation.

The acquisitions of materials should be closely allied to the processing operations. Libraries should be able to send their book orders to this Processing Center or contract for purchase of materials selected by the Department. The centralization of the acquisitions program in one agency could benefit all participants through larger discounts and better service. There could be greater coordination of activities and the planned development of subject collections.

The Processing Center should have sufficient flexibility to allow libraries to select certain programs. For example, a public library might have its books ordered, cataloged, and processed, while a college library in the community might just receive catalog cards. If all libraries, even those not contracting for services from the Center, would send copies of their order slips to the processing center, current input for a union catalog would be available.

Communications and delivery networks should be established from the Department to its three regional branch offices, described later when we discuss the Extension Division. A delivery system from the branch office to individual libraries should be inaugurated only after an examination of individual situations. Our impression is that there are sections of Kentucky which can be better served by the U.S. mail than by any delivery system which could be put into operation.

A communications network is clearly essential, though. We recommend a combination of extended telephone service with the use of WATS lines and teletype in branch offices, the Department of Library Service and Development, and the three large libraries serving as resource centers for the Department (described in the next chapter as part of the overall library network for the state). WATS lines connections should be available from all libraries to the branch office in their region. Delivery systems should be coordinated with the communications network.

Automation of the Processing Center and its activities is a necessity; in fact it has already been inaugurated for certain procedures. A completely automated operation cannot be postponed indefinitely. This would mean automation of all acquisitions records and routines and of cataloging and processing operations. Programs from commercial firms are available for purchase, and detailed charts of their operation can be produced for study.

The Processing Center is not the only operation which can be automated. For example, circulation records, most business routines, and even the preparation of bibliographic tools and public relation brochures can be automated in varying degrees. As part of the Technical Services Division the applications of automation should be explored and the resulting benefits made available to the libraries in Kentucky. Production of union lists, etc. from data provided by Public Services Division should be a function of the Technical Services Director.

b. Public Services Division

This division will be responsible for service in reference and interloan for both libraries and members of the public who are referred to the Department. There should be established a General Library which will provide reference and readers advisers service as well as interlibrary loan service. We believe this library should be open to the public at all times when it is open for service to libraries, but we recommend that service to the public be limited to those individuals who are referred to the Department by a local public library, an academic institution or a special library (referrals from the latter are likely to be few in number). We do not believe school children should go directly from their own school libraries to the State Library without first trying local public or other school libraries.

The materials collection should include books, periodicals, and such audiovisual materials as films, filmstrips, records, tapes, and framed art reproductions, plus microforms. The Department cannot be expected to contain all the material anyone might request but should have a collection which supplements the local library's collection. We recognize this is already done within the constrictions imposed by limited funds and space to house more materials, and that increased funding and space are essential to development of the kind of collection the Department should have.

Of all the titles published each year, the proportion available in a given area or region is comparatively small because libraries tend to use the same selection tools and attempt to meet the needs of the vocal patrons rather than finding out the needs of the unserved. The General Library should not attempt to provide current best sellers for interlibrary loan or even to individuals. This is the responsibility of the community library. The General Library should develop a collection which will provide coverage in many areas and in-depth coverage in areas for which there is need and in which no material is generally available in Kentucky libraries.

We have mentioned the need for a microform collection. Each week we hear of another new service. The latest observed is the testing of a service involving career guidance and college information in microform prepared by the National Cash Register Company.

In most situations we would recommend that government documents should be a vital part of a state library agency -- not only U. S. documents but state documents as well. However, the documents collection now at the Department of Libraries, transferred in 1967 from the Oxbow Regional Library (Elizabethtown) which had been named a depository in 1962, is rather small and is not adequately housed or serviced at this time.

As of September 1968, the following libraries in Kentucky were serving as U.S. Government Document Depository Libraries:

Ashland Public Library	Ashland
Union College, Abigail E. Weeks Memorial Library	Barbourville
Western Kentucky University, Margie Helm Library	Bowling Green
Centre College Library	Danville
Kentucky Department of Libraries	Frankfort
State Law Library	
University of Kentucky, Margaret I. King Library	Lexington
Louisville Free Public Library	Louisville
University of Louisville Library	
Morehead State University, Johnson Camden Library	Morehead
Murray State University Library	Murray
Kentucky Wesleyan College Library	Owensboro
Pikeville College Library	Pikeville
Eastern Kentucky University, John Grant Crabbe Library	Richmond

The first depository collection to be established was the one at Centre College, established in 1884; the most recent was the one at the Kentucky Department of Libraries, established in 1967. One of the positive aspects of document service in Kentucky was the naming of the University of Kentucky Library as a regional depository. This allows libraries to keep current and useful collection of documents; the regional depository can grant permission for items more than five years old to be discarded as long as they are in the regional collection.

As we have noted earlier in this report, government documents are often not used as extensively as they should be, in part because many practicing librarians are insufficiently familiar with them. In view of this, along with the lack of space at the Department of Libraries and the limited collection of documents available there, we recommend that the University of Kentucky be named the resource library for government documents in Kentucky. Individual documents could be purchased for the Department of Libraries collection and processed as part of the general collection. This would provide a strong collection serviced by experts and integrated into a statewide program of service.

The Department of Library Service and Development should provide a strong program of reference service to libraries and individuals, drawing upon the resources of other libraries as well as the General Library. In the next chapter we propose that the libraries at the University of Kentucky and the University of Louisville, together with the Louisville Free Public Library be officially designated as resource centers for the Department, but it should draw upon the resources of other libraries as well. This recommendation means providing an excellent communications network, operable even when the Department of Libraries is closed. Many state libraries have discovered that a tape attached to their phone serves the purpose. The tape is played the first thing in the morning and questions or interlibrary loan requests are handled then. The need for this kind of service is especially true in Kentucky which is in two different time zones.

Education of librarians in participating libraries must include a broadening of their outlook and exposure to the idea that other people can help. One of the greatest difficulties to be overcome in the development of a reference service to libraries is the reluctance of librarians to call another agency in order to obtain information. Librarians who are manning reference services serving other libraries should be carefully selected not only for their professional knowledge and ability but also for their ability to relate to other people. The combination is essential, especially in the beginning phases of a concerted effort to provide more service in this area. We believe the finest collection of materials is of little or no value without qualified people to interpret and use it.

A form should be developed to be used for transferring reference questions and reporting information other than the ILL form now in use. There are many different possibilities but it should be capable of containing all the necessary information including sources checked at the requesting library. Figure 3 shows one form that has been used successfully in some library systems.

For some time we have felt that the most valuable reference statistics are not the ones for the questions answered but for unanswered questions. A file of unanswered questions can be an aid in selecting material for the collection, as an in-service training device to point out other materials which could have been checked and to obtain some overall check on the efficiency of the reference service.

FIGURE 3.

SAMPLE FORM FOR REFERENCE SEARCH

REFERENCE SEARCH

Date
Name of Library

Question in detail

Name of Patron
Telephone No.

Sources consulted:

Information found in

Searched by:

No answer given with approval of:

Patron needs more information.

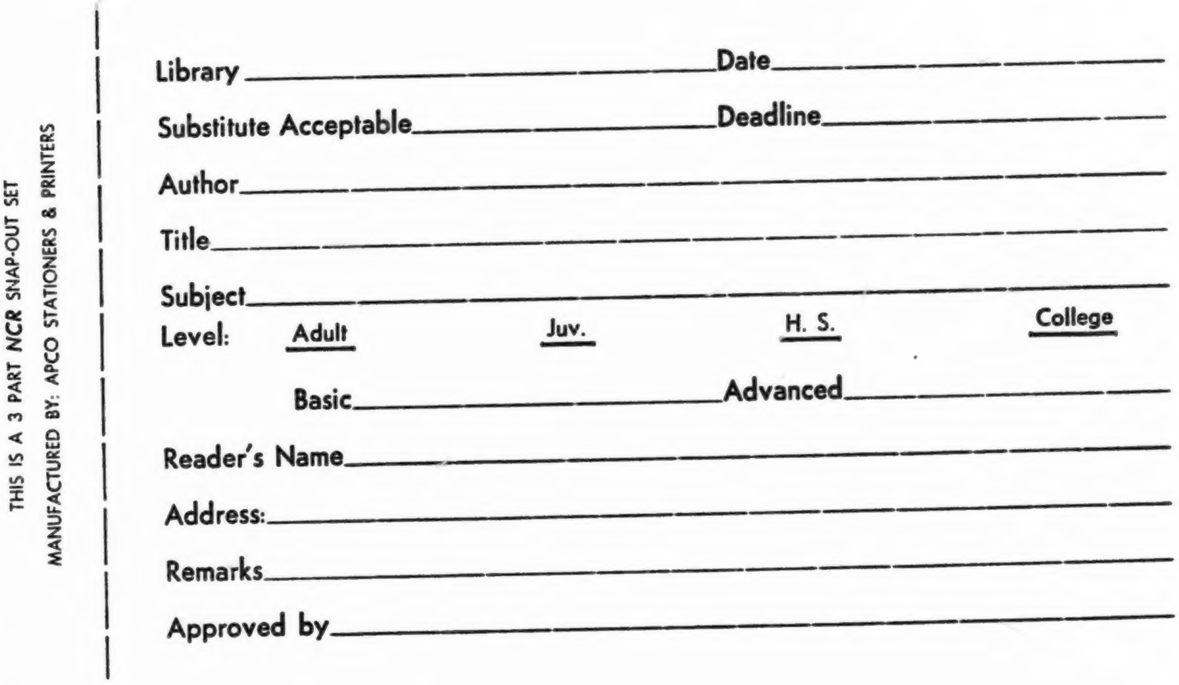
Patron needs verification.

Deadline:

Interlibrary loan between libraries in Kentucky should be simplified. The use of a simplified request form such as that shown in Figure 4, rather than the standard ALA forms, would, we believe, make it easier for smaller libraries to actively participate in the interlibrary loan program. Acceptance of the ALA draft model code for state, regional, and local libraries is a basic recommendation of our report.

FIGURE 4

SAMPLE FORM FOR INTERLIBRARY LOAN



Library ______________ Date ______________

Substitute Acceptable ______________ Deadline ______________

Author ______________

Title ______________

Subject ______________

Level: Adult Juv. H. S. College

Basic ______________ Advanced ______________

Reader's Name ______________

Address: ______________

Remarks ______________

Approved by ______________

THIS IS A 3 PART NCR SNAP-OUT SET

MANUFACTURED BY: APCO STATIONERS & PRINTERS

Bibliographic tools such as a union catalog, union list of serials, and perhaps an index to Kentucky material, should be developed. It should be possible to fund the production of such lists through Title III funds. Staff of the Public Services Division should take an active part in their development.

The Department of Libraries now has the beginning of a union catalog; this should be expanded and made available by subject or for regions. Current input for the union catalog could be obtained by having a copy of each order slip deposited at the Department. The index to Kentucky material could be started by making libraries in each district responsible for indexing certain newspapers. Before a Kentucky index is begun, what constitutes Kentuckiana must be clearly defined.

A basic decision to be made pertains to the identification of a Kentucky author. Is it someone born in Kentucky, educated in Kentucky, resident of Kentucky, or visitor to Kentucky? Those individuals most familiar with Kentuckiana should be involved in developing guidelines for the coordinated development of Kentuckiana collections and the bibliographic guides most appropriate to their growth and use by the community. It does not appear appropriate at this time to describe methods which could be used to index local newspapers, but we are familiar with several and would gladly describe them in a work paper.

Technical Serials, prepared by the State Technical Services Program in Louisville, provides the nucleus for developing a statewide union list of serials. We recommend the use of this program; we cannot justify the duplication of effort involved in preparing another computer program to provide these union lists. Regional lists and subject lists could be produced when and if there is demand for them.

c. Administrative Services Division

The areas to be handled by Administrative Services include the budget, accounting for federal programs, office management, personnel records, pay records, purchasing, and maintenance and other houskeeping functions. While the automation of business routines is useful almost anywhere, the complex funding program that we propose in the next chapter for Kentucky's libraries makes such automation virtually necessary for the Department of Library Service and Development. We recommend that the above functions, many of which are currently handled by the Chief Accountant, be coordinated and automated to the extent possible.

d. Extension Division

The Extension Division would be responsible for regional branch offices, federal programs, and a variety of consultant services to libraries.

(1) Regional Branch Offices. The role of the Department's regional branch offices in the statewide library network is described at more length in the next chapter. Briefly, we propose that three of these be established, each of which would serve as a materials center for libraries in a designated area of the state, filling as many requests as possible from its own region before passing them along to the Department. The Department would administer and fund these branches and would establish communications and delivery service in each region.

(2) Federal Programs. We believe that the staffing of individual federal programs, with administrators for Titles II, III, IVA, and IVB of the Library Services and Construction Act, is more than adequate,

but that overall coordination of these programs and long-range planning for future funding are needed. We therefore recommend the appointment of a Federal Program Coordinator to be responsible for coordinating federal and state library programs and to develop proposals for new programs and services that might be federally funded.

An additional comment should be made on the work of the Title III administrator. He will have major responsibility for encouraging interaction among all types of libraries and challenging the separatist philosophy that is so often found in libraries. Thus the work of this officer is extremely important to the future of library service in the state.

(3) Materials Consultants. We believe that the individual library should participate increasingly in book selection, and that a consultant at the state level should assist the general consultants in the field on this matter. It is our general impression that the conventional approach of having separate consultants on materials for adults, young adults, and children would not be making maximum use of the money spent. We believe that instead, one individual should be responsible for the following activities:

- Disseminating book selection lists prepared by national reviewing agencies and other responsible agencies.
- Providing for review copies and "sample" book collections to be made available throughout the state.
- Providing expert help in the selection of periodicals.
- Conducting workshops on book selection techniques, emphasizing how to select material, not what material to select.
- Assessing the state's resources and making appropriate recommendations to the Department.

It is also important that the Department have an audiovisual consultant. We recognize that it already has an individual serving in this capacity, but we recommend expanding the area of coverage to include pictures, artifacts and specialized instructional material.

(4) Technical Consultant. This individual should be knowledgeable about computers, microforms, and the building of bibliographic tools. His responsibilities might be threefold:

- To furnish advice on methods, equipment, and costs to libraries in Kentucky seeking to mechanize procedures.

- To make recommendations relating to data banks published in microform.

- To be a consultant to the Department of Libraries in the development of union catalogs, union lists of serials, and book catalogs.

(5) College and Special Library Consultant. It will be necessary to broaden the network to reflect the interests of colleges, universities, and special libraries. The college and special library consultant should be responsible for working particularly with community colleges and new four year colleges in Kentucky. However, this person should also maintain useful relations with the two major universities in Kentucky and speak for the interests of all the college, university and special libraries when it is necessary to do so. If other academic and special library consultants are located in a region, he should be responsible for coordinating their activity.

(6) Public Relations Consultant. This person would serve a dual function: he would help individual libraries of all types in presenting their case to higher authority and to their constituents, and he would be responsible for publicity at the state level, assembling statistics and making presentations of statewide importance. It is important that the library story be told well. We believe that with sufficient supporting staff, one PR consultant should be able to coordinate both statewide activity and the publicity needs of the Department.

(7) Personnel Consultants. The personnel consultants should be responsible for a statewide recruiting program as well as for working with the library directors and trustees on personnel policies, benefits, salary scales, and the like. One of these consultants should be designated to recruit for the Department of Library Service and Development. These consultants should be active participants in the planning of continuing education programs and basic in-service training programs conducted by educational institutions, either through regular university classes on the campus or through educational television.

VII. A STATEWIDE LIBRARY NETWORK

This chapter describes a plan of coordinated statewide library service for Kentucky and proposes a system of funding designed to bring this plan into effective operation.

A. PROPOSED ORGANIZATION OF THE LIBRARY NETWORK

Our basic recommendations for a library network in Kentucky are as follows:

- The Department of Libraries must be strengthened.
- Resource centers should be established at the University of Kentucky, University of Louisville, and Louisville Free Public Library.
- Three branch offices of the Department should be established to serve as media centers.
- Local public libraries should be funded directly and larger units of service should be established through mergers.
- The regional library program as it is now constituted should be phased out over a four-year period.
- The state-sponsored bookmobile program be turned over to local control as soon as possible.
- An intensive program should be undertaken for training librarians.

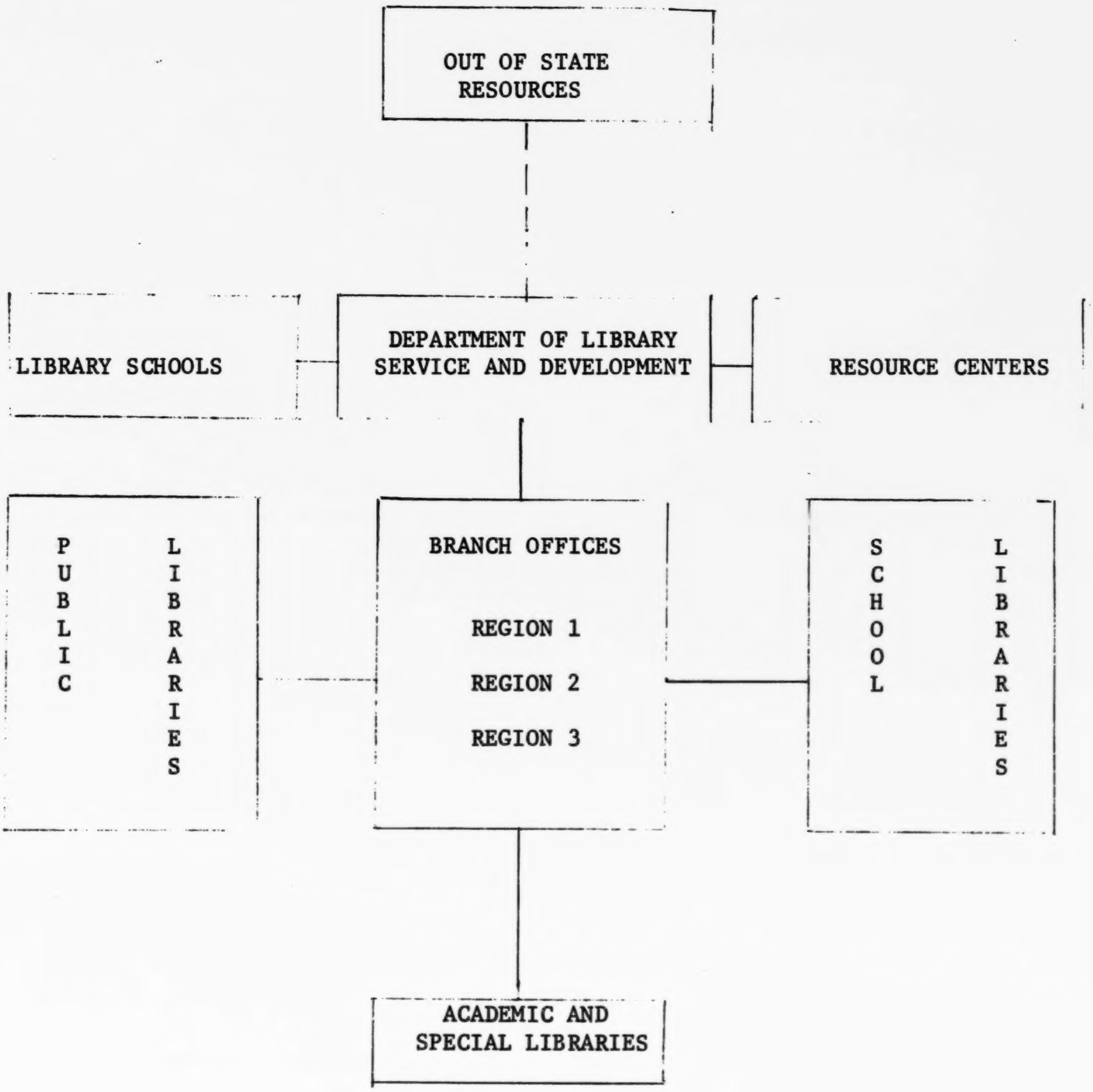
Figure 5 shows the relationship among components of the network.

1. The Department of Library Service and Development

The heart of the proposed library network is the Department of Library Service and Development, which serves as administrator, library development agency, back-up reference agency, and communications center. The Department should be responsible for developing patterns of service with libraries outside as well as inside the Commonwealth. This will require analyzing needs and subject collections in Kentucky and determining the subject areas and services which might

FIGURE 5

PROPOSED STATEWIDE LIBRARY NETWORK


OUT OF STATE RESOURCES
LIBRARY SCHOOLS
DEPARTMENT OF LIBRARY SERVICE AND DEVELOPMENT
RESOURCE CENTERS
PUBLIC LIBRARIES
BRANCH OFFICES
REGION 1
REGION 2
REGION 3
SCHOOL LIBRARIES
ACADEMIC AND SPECIAL LIBRARIES

be more efficiently provided by libraries in other states. We cannot identify these areas or services at this time; they will become apparent as Kentucky's libraries move ahead to build and coordinate their services.

Chapter VI has proposed ways of strengthening the present Department of Libraries to assume this expanded role. Funding of the Department is discussed later in the present chapter.

2. Resource Centers

The interlibrary loan and reference functions of the Department must be supported by libraries throughout the state. We believe, however, that three libraries should be officially designated as resource centers for the Department and should be granted funds in recognition of this service. They are the University of Kentucky Library, the University of Louisville Library, and the Louisville Free Public Library.

These resource centers should be encouraged to expand services and collections to serve not only their usual patrons but all residents of Kentucky who have needs which these libraries can meet. As a general rule, all materials available to regular library patrons should be available for interlibrary loan. We recognize the problems in such an expansion of service, especially when there appears to be a conflict in meeting state and local demands. However, our personal experience and the experience of a number of libraries suggest that this need not be a problem if staff members are trained to accept a larger group as their service area. Most large libraries have the ability and facility to adjust to changing demands; the important thing is to have a positive outlook, a determination to make the program work. We believe the libraries specified as resource centers can make the proposed program work.

Requests should be carefully screened by the Department before being sent to a resource center, so that items which are in one of the branch offices or the General Library can be sent directly to the requesting library. All requests that cannot be filled by the resource centers should be routed to the Title III coordinator or someone else designated to handle these requests. This individual would be responsible for analyzing unfilled requests and determining the most logical source, either in Kentucky or outside the Commonwealth.

Each resource library would be paid $100,000 annually for its services (grants to the two universities would be understood to cover all of their libraries). At the end of three years the level of funding should be reviewed to determine its adequacy. The money should be used for the purchase of materials of statewide significance, for staff salaries, and for expenses. The centers should be free to spend the money in the way they deem most efficient. They will, however, have to participate fully in the network in order to qualify to receive the funds.

3. Regional Branch Offices

The Department's three regional branch offices should house specialized materials backstopping all types of libraries within each region and should have information on the location of materials not in their own possession. The branches should not serve the public directly but should provide service to patrons through local libraries and should provide general consultants to the college, special, and public libraries. They should also purchase special resources needed in the region but perhaps too expensive or too specialized to be appropriately purchased by individual libraries. The branches might also house rotating collections of specialized materials. Each branch office should be assigned $100,000 to pay for salaries, traveling expenses, and media purchases.

The school consultant, although on the staff of the branch, should report to the School Library Consultant in the Department of Education. He should be responsible for offering consultant services to school libraries and purchasing media for the branch to be used by schools.

The branch should be the hub of interlibrary loan activity; requests telephoned or mailed into the center should be screened there and, if possible, filled within the region. Requests that cannot be filled in this fashion should be TWX'd to the Department of Library Service and Development. Material should be mailed directly to the requesting library by the Department or by the supplying library and should be returned by the borrowing library either through the appropriate branch or by direct mail.

4. Local Library Mergers

Under the proposed program there would be essentially three types of public libraries at the local level: the independent municipal public library, the county library, and the merged multicounty public library. State funding would be provided to the latter two as specified later in this chapter. It is not contemplated that funds be distributed to independent town and municipal libraries because, regardless of their size, they do not constitute effective units for providing service to all the citizens of the state in the most efficient and economical manner. We believe that even independent town and municipal libraries should accept responsibility for providing service to county residents.

This is a radical change in philosophy, placing responsibility for service at the local level more squarely on the local community, with the state providing sufficient support to make good local library service possible. The whole concept of mergers, while generally unpopular among libraries seems to us particularly suited to Kentucky's needs. The level of library development in most counties is low, with some areas possessing no local tax base at all. Resources are limited and staffing is a problem. Government services covering specified multicounty areas are becoming a reality in many fields, probably to cope with problems similar to those facing library service.

A corollary to the initiation of library mergers is the phasing out of the regional library program as now constituted. The first step in this process should provide for the transfer of regional librarians, now state employees, to make them available to head merged systems. We recommend phasing out the program over four years as opportunities develop in the merged systems and changes in personnel develop. If it is phased gradually in this manner, the transition can probably be accomplished with little disruption in the library system.

It will be difficult for Kentucky's libraries to accept this recommendation, because considerable effort, funding, and interest has gone into building the regional program. It is not without merit and has achieved some successes. We feel, however, that while continued successes would be registered if this program were continued they would be too few for the dollar commitment. We believe that recent developments in the library field, with shifting emphasis on types of service, call for change to a more vigorous and more flexible library service program. A clear authority line is called for, and responsibilities at the various levels should be well defined. We have not recommended cooperative library systems in Kentucky because such systems add a layer of authority between the local library and the state, and we believe that this would not bring the desired results at the local level. We have chosen to embrace the concept of larger units of direct library service, with the three branch offices providing services normally associated with those offered by a cooperative library system.

5. Bookmobile Service

Under this program, local libraries would assume responsibility for the bookmobile programs now offered by the state. The funding provided for participating in a multicounty operation should be sufficient to pay for bookmobile service in counties that would otherwise be unable to support it. It is possible that the state may wish to partially subsidize the purchase of bookmobiles -- in fact it is probably desirable -- but the operating costs, including collections, should be borne entirely by the local public library. Bookmobile collections should be integrated with those of the library and not separately purchased as they are now.

6. Library Education

The library schools with funding for workshop training should cooperate with the consultants in the branch offices and

Department of Library Service and Development to provide training badly needed in the Commonwealth. The workshop program should be revised to include a basic course given every summer. Successful completion of this course should be a prerequisite to all other courses. The order of the other courses need not be the same for each person enrolled. At least two courses should be offered each summer; participation by faculty members of the library schools in Kentucky should be encouraged. We are convinced that the workshop program in its current format should not be continued. However, we do believe there is some value in having the individuals taking these courses exposed to an academic environment and in many cases a two-week experience living in a new community, and we therefore have not recommended dropping the workshop program completely.

Restructuring of this program, plus establishment of a continuing educational program for the regular academic year using educational TV and programmed instruction, we believe, would give many individuals an opportunity to receive the necessary training to provide more than adequate service in the community library, so long as professional assistance was available to them at the other end of a telephone or TWX.

The scholarship program as currently operated requires the recipient to take and pass a state employment test and to receive the scholarship in biweekly checks as an employee of the Commonwealth. The Kentucky law specifies attendance at a Kentucky library school. We believe that the library schools should not be limited to those in Kentucky but that it would be professionally stimulating and rewarding for some people to attend library schools outside Kentucky. We also believe these scholarship grants should be lump-sum grants rather than biweekly stipends. Revision of the law pertaining to scholarships would be a major accomplishment in the development of library service in Kentucky.

B. PROPOSED FUNDING PLAN

1. Current Library Funding in Kentucky

The Commonwealth of Kentucky has approximately 3 million individuals living within its borders. Expenditures under Title I LSCA in the Kentucky Department of Libraries, Working Budget for Fiscal Year Ending June 1969, total $2,157,000. Of this total, $1,037,000 was budgeted to the Regional Library activity and $1,120,000 to the operations of the Department of Libraries. Funds to cover these expenditures were provided by the state ($1,561,525) and the federal government ($596,161). The Kentucky Department of Libraries, Working Budget for Fiscal Year Ending June 30, 1969, for Special Programs (Titles II, III, IVA, and IVB of LSCA), contingent upon the availability of federal funds, totals approximately $600,000, of which slightly more than half is provided for by state funds.

Funds available to the Department and total expenditures have been as follows:

Fiscal Year	Available Funds	Percent of 1964	Actual Expenditures	Percent of 1964
1963-1964	$ 855,296	100.0	$ 837,627	100.0
1964-1965	1,250,759	146.2	1,246,947	148.9
1965-1966	1,914,176	223.8	1,876,194	224.0
1966-1967	2,997,460	350.5	2,799,139	334.2
1967-1968	2,828,549	330.7	2,625,432	313.4

These funds have come from the state and the federal government, as follows:

Fiscal Year	State	Percent of 1964	Federal	Percent of 1964	Total
1963-1964	$ 650,302	100.0	$ 204,994	100.0	$ 855.296
1964-1965	821,109	126.3	429,650	209.6	1,250,759
1965-1966	1,094,052	168.2	820,124	400.0	1,914,176
1966-1967	1,468,260	225.8	1,529,200	746.0	2,997,460
1967-1968(est.)	1,531,273	235.5	1,297,276	632.8	2,828,549

Personnel costs (salaries, social security, retirement, and related expenses) incurred by the Department have been:

Fiscal Year	Personnel Costs	Percent of 1964
1963-1964	$267,093	100.0
1964-1965	326,255	122.2
1965-1966	458,034	171.5
1966-1967	636,463	238.3
1967-1968	845,265	316.5

2. Proposed Level of State Funding

The whole question of funding is inextricably tied to the philosophy of operation of the Department of Libraries. When one thinks of providing an overall state library service network, staffing it, and placing at its disposal the necessary materials to be responsive to the needs of the people in the Commonwealth, there is obviously too little money available to perform at the desired level. There is the alternative, however, of reallocating funds from categories to be phased out to new activities which can provide better service and more mileage for each dollar spent.

These days one tends to think of three sources of funds to support library programs -- local, state, and federal. The combination of local inertia and a limited local tax base, together with the development of service networks crossing local boundaries, has tended to reduce reliance on local funding. We feel that local funding is essential to good library service, but that it can only carry part of the load.

The level of each portion of the mix will vary from state to state depending upon local conditions. Generally speaking, in areas where the levels of local support are either low or on occasion almost nonexistent, we feel that state funding in the amount of $1.15 per capita should be sufficient, if distributed correctly, to finance a state library and its extension agency to provide a statewide service network to public libraries, and to supplement the funds of local libraries so that they can offer effective service to their patrons. In addition, Kentucky should allocate funds to provide supporting services and materials to colleges and schools through regional type facilities to be established by the program. If the state funds are allocated in a way that offers incentives to local funding, these plus federal funds should be sufficient to support a strong program of service.

In our opinion at the present time, state funding is at a level approximately one-half that required to do the job. In short, we are recommending that the Commonwealth allocate slightly over $3 million, or $1.15 per capita, for public library support, the establishment of the service network and the operation of the proposed Department of Library Service and Development. In addition, we feel that the state should provide 35¢ per capita, 10¢ of which would be earmarked to provide regional services and materials to schools, 10¢ to colleges and universities, and 15¢ to coping with special programs including those of LSCA, Titles II, III, IVA, and IVB. We are, therefore, suggesting that the state provide $1.50 per capita, or funds totaling just over $4 million annually to support the total library network in Kentucky. When federal funding and special grant situations are added, we estimate that the program has a potential income of $6 million. Before recent cutbacks, federal funding reached close to $1,500,000 annually with the potential for moving higher. We believe that these cuts are only temporary. In the interest of sound library service, however, if the funds are not restored, the state would do well to make up the difference so that the $6 million level is reached.

3. Proposed Allocation of State Funding

Not only should funds be increased, but if the plan of library service that we have outlined is adopted, funds should be reallocated in accordance with this plan. Expenditures under the revised program, when fully funded, would be as follows:

(1)	$1,200,000	for area or matching grants to local public libraries
(2)	1,800,000	for mergers to provide larger units of service
(3)	1,000,000	for the operation of the Department of Library Service and Development
(4)	1,200,000	for operation of the three branch offices
(5)	300,000[1]	for special programs
(6)	300,000	for grants to the resource centers
(7)	200,000	for personnel grants
(8)	200,000	for building grants
	$6,200,000[2]	

Under Funding Category (1) above, each public library at the county level or serving more than one county would receive funds equal to either $30 per square mile of area served or matching funds equal to 25% of local funds, whichever is the greater. Under this category, no library should receive more than $150,000 annually. Also, no library should be funded for a county that provides less than a minimum per-capita support level established by the State Library Board. We recommend a sliding scale based on a county's tax base (perhaps a ratio of amount budgeted to assessed valuation).

It is our belief that larger local units of service are imperative for library service to be offered most effectively in Kentucky. To encourage this, Funding Category (2) provides for an allocation of $15,000 per county to multicounty libraries; that is, libraries formed by the merger of two or more formerly autonomous county libraries into a single administrative unit.

For example, if four counties merged, the state would provide the library representing the four counties with $15,000 x 4, or $60,000, plus funding under Category (1). Assuming the total area involved was

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[1] These are particularly vulnerable to federal cutbacks, and the amounts indicated are only a demonstration of possible level of funding.

[2] Due to the vagaries of federal funding and the dedication of some expenditures to certain authorized categories, the total funding figure can only be approximate. The $6 million total is a sound one for the foreseeable future.

3000 square miles, the latter would amount to $90,000. Funding under (1) and (2) would thus total $150,000. This would be in addition to local funding, which would have to be maintained at least at the state minimum per-capita figure. We would not recommend payment of direct funds to a geographical unit below the county level.

A county that is unserved may be served by another county or a multicounty unit for three years before it is required to provide local funds at least equal to the minimum per-capita support level. During that time, the unit providing the service should qualify for funding under Categories (1) and (2). This, in effect, pays the library offering the service to develop a demonstration program in the area. We considered and rejected several proposals for requiring the county to provide support on a gradual basis during the first three years. We believe that library service must be valued, especially in the counties currently without service, before it will qualify for local support. We also believe that it is more sensible to request local support once than on a yearly basis. As the per-capita level of support will be set by the State Library Board or its equivalent, we do not expect it to be excessive.

We feel that the Department of Libraries (or, if renamed, of Library Service and Development) will have to be strengthened substantially at the outset. Funds provided under Categories (3), (4), and (5) are to pay for staff, materials, and operating expenses of the Department; for provision of specialized consulting services at the state level; and for administering the three branch offices. We have allocated $400,000 to each of the three branches. This is to pay for offering interlibrary loan information and delivery, consultant services, and specialized materials to all types of libraries located in the region.

Category (6) provides for an allocation of $100,000 annually to each of the three resource libraries.

Of the remaining categories, perhaps Personnel Grants requires an explanation. We recommend paying to libraries with staff members participating in a library work-study program an amount up to one-third of the employees' salaries, with the total not to exceed $2000 annually. The employees must average more than 50% and less than 75% of a full work schedule to qualify the library for these grants. Funds should probably be distributed quarterly. In addition, up to 25% of the total funding in this category may be assigned to providing $3000 scholarships for full-time attendance at a library school.

4. Priorities for Allocating Funds

If funds appropriated for library service are below the recommended amounts, we suggest the following order of priority in using the funds that are available:

- Of the highest priority would be the first 50% of the amount assigned to the Department of Library Service and Development under Category (3).
- Next in importance would be the establishment of a percent of the total amount requested under Category (2) -- probably 33-1/3% -- to provide total funding to a limited number of counties. At the outset only merged libraries would receive funding; as funds developed in the future, more libraries could be added each year.
- Next would be the funding of one branch office; the other two would be added as funds evolve.
- Next would be the allocation to all libraries of 50% of all funds to which they are entitled under Category (1).
- Next would be the funding for personnel grants (Category 7) and for grants to resource centers (Category 6).
- Next would be the provision of sufficient amounts under Categories (5) and (8) to qualify for federal funding.
- Finally, as more funds become available, funding for each of the above items should be increased, in the same order of priority. Increases should reflect also the effectiveness of each program under partial funding.

Appendices

APPENDIX A

LIBRARIES AND OTHER AGENCIES VISITED

Kentucky Department of Libraries

Public Libraries

Eastern Regional Library, Prestonsburg
Pine Mountain Regional Library, Jenkins
Valley of Parks Regional Library, London
Scenic Regional Library, Corbin
Eden Shale Regional Library, Eminence
Lake Cumberland Regional Library, Columbia
Oxbow Regional Library, Elizabethtown
Audubon Regional Library, Owensboro
Pennyrile Regional Library, Princeton
Buffalo Trace Regional Library, Carlisle
Capitol Regional District Library, Frankfort
Pikeville Free Public Library
Mary B. Gray Library, Breathitt County
Perry County Library, Hazard
La Grange Library
Shelby County Library, Shelbyville
Maysville Public Library
Lexington Public Library
Paducah Area Public Library
Louisville Free Public Library
Bowling Green Public Library
Owensboro Public Library
Harrodsburg Public Library
Covington-Kenton County Public Library
Ashland Public Library
Young-Rhodes Memorial Library, Danville
Somerset-Pulaski Public Library, Somerset
Paul Sawyier Library, Frankfort

Academic Institutions

University of Kentucky, Lexington
Eastern Kentucky University, Richmond
Morehead University, Morehead
Kentucky State College, Frankfort
Western Kentucky University, Bowling Green
Murray State University, Murray
University of Kentucky, Community Colleges, Associate Dean, Lexington

Academic Institutions (Cont.)

Somerset Community College, Somerset
Prestonsburg Community College, Prestonsburg
Jefferson Community College, Louisville
Maysville Community College, Maysville
Ashland Community College, Ashland
Covington Community College, Covington
Pikeville College, Pikeville
Berea College, Berea
University of Louisville, Louisville
Catherine Spalding College, Louisville
Thomas More College, Covington
Paducah Junior College, Paducah
Bellarmine-Ursuline College, Louisville
Brescia College, Owensboro
Kentucky Wesleyan College, Owensboro

Schools

Appalachian Folk School, Pikeville
Millard School, Pike County
Adair County Schools, Columbia
Atherton High School, Louisville
Elizabethtown High School, Elizabethtown
Morningside Elementary School, Elizabethtown
Franklin County High School, Frankfort
McNeill School, Bowling Green
Reidland School, Reidland

Special Libraries

U.S. Institute of Mental Health, Clinical Research Center, Lexington
Director of Education, Kentucky Department of Corrections, Frankfort
Department of Commerce Library, Frankfort
Director of Archives Service, Commonwealth of Kentucky, Frankfort
Department of Public Instruction, Frankfort
Third District Film Library, Western Kentucky University, Bowling Green
Courier-Journal Library, Louisville
The Filson Club, Louisville
Girdler Catalysts, Louisville
G.E. Appliance Park Library, Louisville

Non-Library Visits

Planner, Pikeville Model City Program
DSIAC (Development Services Information Analysis Center)
State Technical Services Program, University of Louisville
Eddyville Penitentiary, Eddyville
Kentucky Department of Public Instruction, Two School Library Consultants
Kentucky Department of Public Instruction, Curriculum Laboratory

Telephone Interviews

Two Senior Extension Librarians, Kentucky Department of Libraries
(Visited with other senior extension librarians on field visits)

APPENDIX B

QUESTIONNAIRE: SCHOOL LIBRARIES

Name of school:

Name of school district:

Librarian: Date:

1. What is the square footage allocated to the library?

2. What hours are you open to students and faculty?

   Monday

   Tuesday

   Wednesday

   Thursday

   Friday

   Saturday

   Sunday

3. Is your library open during school vacation periods?

   ______ Yes ______ No

   If yes, please list hours.

4. Is there a professional collection for the faculty?

   ______ Yes ______ No

   If YES, how many titles does it contain?

5. Do you order, catalog and process your books in your library?

______ Yes ______ No

If NO, where are they ordered, cataloged and processed?

6. Are you participating in any cooperative projects with other libraries or with other school libraries?

______ Yes ______ No

If YES, please describe projects and identify others who are participating.

7. Do you request books and other materials on interlibrary loan for your students?

______ Yes ______ No

For faculty and administration?

______ Yes ______ No

8. Do you honor interlibrary loan requests for students from other schools?

______ Yes ______ No

9. Are there special materials which you need, such as:

______ Large print books
______ Low vocabulary, high interest
______ Films
______ Tapes
______ Records
______ Back files of periodicals
______ Others (please specify)

10. What do you consider to be your library's greatest need at this time?

APPENDIX C

QUESTIONNAIRE: ACADEMIC LIBRARIES

Name of Library:

Name of Institution:

Name of Librarian:

Schedule when library is open:

	School in Session		Vacation	
	Open	Closed	Open	Closed
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

1. What is the total square footage of your library?

2. What is your total budget for fiscal year?

3. How much is allocated for:

________ Books

________ Periodicals (including serials)

________ Other materials

________ Binding

________ Equipment

________ Salaries

________ Other (please specify)

4. Does your library own or lease equipment such as:

	How Many
____ Microfilm reader	________
____ Reader printers	________
____ Teletype	________
____ Recording machines	________
____ Photocopy machines	________
____ Projectors	________

5. Does your library have resources in the following areas?

	How Many
____ Microfilm	________
____ Microfiche	________
____ Other microforms	________
____ Films	________
____ Tapes	________
____ Pictures	________
____ Records	________

6. Is your library open to residents of the community?

____ Yes ____ No

For reference only?

____ Yes ____ No

7. Are undergraduates included in your interlibrary loan program?

____ Yes ____ No

8. What subject areas, if any, does your collection cover in depth?

9. Is there a subject area which you feel will be developed by your library in the next ten years?

____ Yes ____ No

If YES, please identify it.

10. Are you aware of any special subject area or subject in which sufficient material is not available in Kentucky now?

____ Yes ____ No

If YES, please identify it.

11. Is your library a depository for U. S. Government documents?

____ Yes ____ No

____ Complete ____ Selective

12. Do you have access to a TWX?

____ Yes ____ No

13. Do you have access to a computer?

____ Yes ____ No

If YES, what make and model?

14. How many volumes did your library circulate in fiscal year ending June 30, 1967?

15. How many titles were processed in your fiscal year?

16. Are books and materials cataloged and processed in your own library?

____ Yes ____ No

If YES, how many staff members are involved?

_____ Professional

_____ Clerical

_____ Student

If NO, where are they processed?

17. Do you use Library of Congress proof sheets?

____ Yes ____ No

18. Do you accept LC cataloging?

____ Yes ____ No

19. What classification do you use

_____ LC

_____ Dewey - 17th

_____ Dewey - other edition

_____ Other (please specify)

20. What is the average approximate cost per volume processed in your library?

_____ Less than $1.50

_____ $1.50 - 1.99

_____ $2.00 - 2.49

_____ $2.50 or over

21. How many current titles do you receive?

22. Would you consider your periodical collection one of the major resources of your library?

____ Yes ____ No

If YES, please specify reasons.

23. What do you consider to be the greatest strength of your library?

Of libraries in Kentucky?

24. What do you consider to be the greatest weakness of your library?

Of library service in Kentucky?

25. Do you now participate in any cooperative program with other libraries?

____ Yes ____ No

If YES, please describe them.

26. Would you participate in a cooperative program with other libraries in the state?

_____ Yes ____ No

Under what conditions?

27. Are there any activities you would want as part of a cooperative program?

Please list them.

28. Do all professional members of the library staff have faculty rank?

____Yes ____ No

29. What recruiting programs have been most successful for your library in recruiting staff members?

Signature ______________________________

Title______________________________

Date______________________________

APPENDIX D

QUESTIONNAIRE: PUBLIC LIBRARIES

1. Name of library:

   Address:

2. Region number: Region name:

   How many counties are in the region? ______

Is your library a regional headquarters library?	Yes____	No____
Is your library a participating county library?	Yes____	No____
Is your library a branch of a participating county library?	Yes____	No____
Is your library a city library?	Yes____	No____
Is your library a city-county library?	Yes____	No____
Is your library a city library giving county service?	Yes____	No____
Is your library a county library which does not participate in a region?	Yes____	No____

   Other?

3. Name of librarian:

   Total number on library staff: _____

   Full-time ____ Part-time ____
   (Consider as full-time those persons working 100 or more hours per month)

   How many on your staff have library training? ____

   How many on your staff are clerical workers? ____

4. How many librarians are certified by the Kentucky State Board for the Certification of Librarians? _______

5. What are their certification grades? List number of persons in each.

6. How many librarians hold academic degrees? _____

List number of persons in each category.

_____ Degree Subject specialty if other than LS.

_____ AB

_____ BS in LS

_____ BS in other field

_____ MS in LS

_____ MS in other field

_____ High school graduate

_____ 18 hours or more in LS

_____ Less than 18 hours in LS

_____ Workshop credit

7. How much floor space is used for library service? _____ sq. ft.
How much of this space is used for workrooms, staff, etc.? _____ sq. ft.
Do you have a room for meetings? Yes____ No____ Seating capacity ____

8. Does your library operate bookmobile service? Yes____ No____
How many bookmobiles operate from your library? _____

9. Does your library have equipment such as:

	Number	Provided by your library	Provided by Dept. of Libs.
Microfilm reader	____	______	______
Microfilm reader/printer	____	______	______
Photocopy machine	____	______	______
Projector	____	______	______
Record player	____	______	______
Recording machine	____	______	______
Teletype	____	______	______
Tape recorder	____	______	______
Other	____	______	______

Does your library have resources in these areas?
(Indicate number and source as above).

Films	____	______	______
Microfiche	____	______	______
Microfilm	____	______	______
Pictures	____	______	______
Tapes	____	______	______
Other	____	______	______

10. What hours is your library open? Indicate below.

	Winter		Summer	
	Opens	Closes	Opens	Closes
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

Library is open ________ hours per week.

11. What hours is your bookmobile operating? Indicate below.

	Winter		Summer	
	Opens	Closes	Opens	Closes
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

Bookmobile operates ______ hours per week.

12. What are the local sources of financial support for your library? Indicate below.

Amount received fiscal year ending June 30, 1967:
County __________
City __________
Other __________ (identify)
Total __________

Has your library district levied a tax by vote or petition?

____ Yes ____ No

If YES, date ____________ tax became effective, rate ________.

How much did your library spend from local funds in fiscal year ending June 30, 1967, for these items:

Books, magazines, etc. _________
Salaries _________
Operating expenses _________
Capital outlay _________
Other _________
Total _________

13. How much did your library receive in state grants in fiscal year ending June 30, 1967, for these items:

State aid grant ________
Books and materials ________
Construction ________
Demonstration project ________
Equipment ________
Salary supplement ________
Other ________
Total ________

14. How much did your library receive directly in federal grants in fiscal year ending June 30, 1967? ________

15. How many volumes are now in your library collection? ________

How many of these were purchased by your library? ________

How many were purchased by Dept. of Libraries? ________

How many items did the library circulate in fiscal year ending June 30, 1967? ________

In what subject areas does your library have its best and most comprehensive book collections? (for example, Agriculture, Chemistry) ________

16. How many magazines does your library receive regularly? ________

How many of these are on subscriptions paid for by your library? ________

How much does your library spend per year on magazines? ________

How many magazine titles do you bind regularly? ________

How long do you hold unbound magazines in your file?
One year______, three years _____, five years _____, other _____

How many magazine titles do you have on microfilm? ________

Would you like to have more magazines on microfilm? ________

Do you request photocopies of magazine articles from Dept. of Libraries?

______ More than once a month? _____ Less than once a month?

17. What indexes to periodicals are in your collection?

______ Abridged Reader's Guide
______ Reader's Guide
______ Library Literature
______ Business Periodicals Index
______ PAIS
______ Biography Index
______ Other (please list)

18. Do you request books on interlibrary loan for the use of your patrons?

From your regional headquarters library? Yes ____ No____
From the Department of Libraries? Yes ____ No____
From other libraries? Yes ____ No____
If YES, please list.

Who is eligible for ILL? Please list.

19. When you choose books for your library, what book selection aids do you use?

Library Journal Yes ____ No____
Booklist Yes ____ No____
Public Library Catalog Yes ____ No____
Standard Catalog for Public Libraries Yes ____ No____
Publisher's Weekly Yes ____ No____
New York Times Book Review Yes ____ No____
Saturday Review Yes ____ No____
Other (Please list) Yes ____ No____

20. When you receive new books from the Dept. of Libraries, does your library receive

A Collection Yes ____ No ____
B Collection Yes ____ No ____
C Collection Yes ____ No ____

21. Do you feel this selection process is satisfactory?

Yes ____ No ____

22. Do you feel that the acquisition, cataloging and processing of materials by the Dept. of Libraries is

Excellent ____ Satisfactory ____ Unsatisfactory ____

Do you have any comments to make either in favor of these services, against them, or suggestions for improving them?

23. Do you send books you order with local funds directly to the Dept. of Libraries to be processed?

Yes ____ No ____

If NO, do you produce cards and process books in the same format as the Department of Libraries uses?

Yes ____ No ____

If your method differs from the Department's, please indicate differences.

24. We are interested in reference service provided by individual libraries. Please answer the following questions, using materials in your collection. Please identify book in which answer is found, and list author, title, year or edition, volume, page.

What are the seven wonders of the medieval world?

Were taxis ever used as a means of transporting troops in World War I?

Is the U.S. Ambassador to the United Nations a member of the President's Cabinet?

Who is the present Commissioner of the Kentucky Department of Public Information?

25. Is there a Friends of the Library organization in your county?

Yes______, number of members ______

No ______. Please comment on community interest in organizing a Friends group:

26. Do you work with the school librarians in your area?

Yes ______ No ______

If YES, describe briefly any projects or programs.

If NO, indicate areas of mutual interest and concern where cooperation would be beneficial to students using both libraries.

If your funds permit, or if a cooperative program could be established, what services would you like to provide which are not now provided by either the public or school libraries in your area.

27. What services would you like to have the Department of Libraries provide? List all services, including services currently provided which you would like to have continued.

28. What services would you like to have your regional headquarters library provide? List all services, including services currently provided which you would like to have continued.

Signature ______________________________

Title ________________________________

Date _________________________________

APPENDIX E

QUESTIONNAIRE: SPECIAL LIBRARIES

Name of Library:

Address:

Name of Librarian:

1. Who is the administrative officer in charge of the library? Name and title.

2. How many are on the library staff?

   Professional ________

   Clerical ________

3. Is your library open to the general public?

   ____ Yes ____ No

   For reference only ____ Yes ____ No

   By referral only ____ Yes ____ No

   Hours of opening:

4. What degrees are held by library staff members?

AB	How many	Subject field
AB	________	________
BS	________	________
BS in LS	________	________
MS in LS	________	________
MA	________	________
MS	________	________
Ph.D.	________	________

5. What were your expenditures for the latest fiscal year ending ________?

Book Budget ____________

Periodicals (including serials) ___________

Binding __________

Equipment __________

Salaries _________

Other (please specify) __________

6. Would you honor a referral from a public library or the Department of Libraries for an individual to use your collection?

____ Yes ____ No

7. Do you request interlibrary loans for those entitled to use your library?

____ Yes ____ No

8. Who sets policy as to who may use the library?

Librarian_______

Department head ________

Company Administrator _______

Other (please specify) ________

9. Name the three libraries from whom you request the most material.

a. ______________________________________

b. ______________________________________

c. ______________________________________

10. Do you loan on interlibrary loan to libraries?

____ Yes ____ No

11. Name the three libraries which request material the most frequently.

a. ________________________________

b. ________________________________

c. ________________________________

12. Do you catalog and process materials in your own library?

____ Yes ____ No

What classification scheme is used?

____ LC

____ Dewey (please note edition)

____ Other (please specify)

13. Approximately how many volumes are in your collection? __________

How many titles? __________

How many volumes were added during the last fiscal year? __________

What is the average cost for processing a volume? __________

14. How many periodical subscriptions are currently received? __________

How many of these are on subscriptions paid for by your library? __________

How many magazine titles do you bind regularly? __________

How long do you hold unbound magazines in your file?
One year ________, three years_______, five years _______, other ______

How many magazine titles do you have on microfilm? __________

15. What is the subject(s) covered by your collection?

16. Do you have access to a TWX machine?

____ Yes ____ No

17. Do you have the following equipment in your library?

____ Microfilm reader

____ Reader printers

____ Teletype

____ Recording machines

____ Photocopy machines

____ Projectors

____ Tape recorders

____ Other (please specify)

18. What do you consider to be the greatest subject and other strengths of your library?

Of libraries in Kentucky?

19. What do you consider to be the greatest subject and other weaknesses of your library?

Of library service in Kentucky?

20. Do you now participate in any cooperative program with other libraries?

____ Yes ____ No

If YES, please describe them.

21. Would you participate in a cooperative program with other libraries in the state?

____ Yes ____ No

Under what conditions?

22. Are there any activities you would want as part of a cooperative program? Please list them.

23. Do you feel there are services which could be provided by other libraries or agencies which would benefit your library?

Signature: ______________________________

Title: ______________________________

Date: ______________________________

APPENDIX F

INTERLIBRARY LOANS FOR MARGARET I. KING LIBRARY, UNIVERSITY OF KENTUCKY

Items Borrowed

	1963-64	1964-65	1965-66	1966-67	1967-68
Books	442	436	459	661	839
Microfilms	14	29	123	364	134
Xerox	103	143	198	361	498
Total Items	559	608	780	1,386	1,471

Additionally 135 handled requests were unfilled. Thirty-three books in print were purchased in lieu of interlibrary loan.

Academic departments requesting most loans were: History 500; English 132; Library Science 112; Library 99; Spanish and Italian 98; Engineering 83; Zoology 65; French 48; Chemistry 42; Economics 28; Philosophy 27. Thirty-two other departments requested fewer than 20 items each.

Materials were borrowed or purchased from 157 libraries. Those libraries from which requests were acquired most frequently were: Indiana University 152; University of Illinois 87; Duke University 78; Library of Congress 70; Harvard University 57; University of Louisville 56; Ohio State University 55; Columbia University 50; University of North Carolina at Chapel Hill 45; Yale University 44; Iowa State University 42; Cornell University 36.

Items Loaned

	1963-64	1964-65	1965-66	1966-67	1967-68
Books	964	1,020	1,267	1,587	1,966
Microfilms	62	120	80	101	104
Xerox	267	395	839	1,349	1,706
Total Items Loaned	1,293	1,535	2,186	3,037	3,776

Not included in the total are the 1,012 unfilled but necessarily searched requests; unfilled for one of these reasons: 1) not in the library; 2) in use; 3) at the bindery or on reserve; 4) non-circulating; 5) photoduplication not requested when estimate was given.

Of the total items loaned, 1,742 were to 60 Kentucky libraries, and 2,034 to 433 out-of-state libraries.

Within the state Eastern Kentucky University was our chief borrower with 189 loans; Somerset Community College 164; Morehead State University 154; Elizabethtown Community College 146; Murray State University 94; Pikeville College 86; University of Louisville 59; Hopkinsville Community College 52; Spindletop Research Center 47; U.S. Veterans Hospital in Lexington 46; Brescia College 38; Western Kentucky State University 36; U.S. Public Health Hospital in Lexington 33; Lake Cumberland Regional Library 32; Kentucky State Department of Libraries 31; Asbury Theological Seminary 31; Brown and Williamson Tobacco Company 28; Centre College 27; Alice Lloyd College 26; Campbellsville College 24; Lincoln School 22; Abbey at Gethsemani 21; Union College 20; Georgetown College 19; Southern Baptist Seminary 17; Woodford County Public Library 17; Cumberland Community College 16. Thirty-three other Kentucky libraries borrowed fewer than 15 items each.

Among the out-of-state libraries Indiana University borrowed most with 210 loans; Ohio State University 91; University of South Florida 59; Indiana-Purdue Regional Library 51; State University of New York 40; University of Alabama 34; University of Virginia 32; Oak Ridge National Laboratory and University Microfilms 31 each; Florida State University 29; University of California 28; University of Tennessee and Southern Illinois University 26 each; Joint University Libraries and University of Wisconsin 25 each; Ball State University and Henderson State College 24 each; Women's College of Georgia, Johns Hopkins University and Washington University 20 each; Harvard University and University of Ohio 19 each; University of South Carolina 16.

Five loans and 39 xeroxed articles were sent to twelve Canadian libraries: University of Alberta, Algonquin College, University of British Columbia, Carleton University, Université Laval, McGill University, McMaster University, Université de Montreal, University of Saskatchewan, University of Toronto, University of Waterloo, and University of Western Ontario. Five xeroxed articles and two microfilms were sent to overseas libraries: National Central Library, London; University of Uppsala; American Library in Paris; Beilstein-Institut für Literatur, Frankfurt; Humboldt-Universität zu Berlin; All-Union State Library of Foreign Literature, Moscow.

APPENDIX G

SUBJECT COLLECTIONS REPORTED BY PUBLIC LIBRARIANS

AGRICULTURE

Russell County Library

BIOGRAPHY

Ridgeway Memorial Library

Meade County Public Library

Jackson County Public Library

Taylor County Public Library

Pikeville Free Library

CONFEDERATE COLLECTION

Louisville Free Public Library

DOLL COLLECTING

Paducah Public Library

FICTION

Bloomfield Public Library

FINE ARTS

Marshall County Public Library

Adair County Public Library

Art

Pikeville Free Public Library

Green County Public Library

Bowling Green Public Library

Paducah Public Library

FOLKLORE

Paducah Public Library

GARDENING

Bowling Green Public Library

Logan Helm Woodford County Library

Paducah Public Library

GENEALOGY

Somerset-Pulaski County Public Library

GENERAL COLLECTION

Wm. B. Harlan Memorial Library, Tompkinsville

Garrard County Public Library

Public Library, Winchester

GEOGRAPHY

Withers-Jessamine Public Library

HOME ECONOMICS (Domestic Arts

Butler County Library

Washington County Public Library

Logan Helm Woodford County Library

Paducah Public Library

HISTORY

Wolfe County Public Library
Owen County Free Public Library
Lincoln County Public Library
Metcalf County Public Library
Allen County Public Library
Mary Wood Weldon Memorial Library, Glasgow
Withers-Jessamine Public Library
Webster County Public Library
Trigg County Library
Lyon County Public Library
George Corn Public Library
Nelson County Public Library
Georgetown Public Library
Paul Sawyier Library, Frankfort
Sturgis Library
Pendleton County Public Library District
Parris Bourbon County Library
Cynthiana Public Library
Bath County Memorial Library
Marshall County Public Library
Carnegie Public Library, Middlesboro
Taylor County Public Library
Green County Public Library
Laurel County Public Library District

HISTORY (Continued)

- Breckenridge County Public Library
- Harden County Public Library
- LaRue County Public Library

American History

- Logan County Public Library
- Graves County Public Library
- Adair County Public Library
- Clay County Public Library

World War II History

- Bowling Green Public Library

Kentuckiana

- Lexington Public Library
- Louisville Free Public Library
- Paducah Public Library
- Knoedler Memorial Library

LITERATURE

- Murray Calloway County Public Library
- Marshall County Public Library
- Fulton Public Library
- Hickman Public Library
- Taylor County Public Library
- Green County Public Library
- Marion County Public Library
- Ohio County Public Library

LITERATURE (Continued)

- Metcalf County Public Library
- Mary Wood Weldon Memorial Library
- Pikerville Free Public Library
- Webster County Public Library
- Laurel County Public Library District
- Paul Sawyier Library, Frankfort
- Kenton County Public Library
- Ashland Public Library
- Bowling Green Public Library
- Own County Public Library
- Nelson County Public Library

American Literature

- Fleming County Library
- Logan County Public Library
- Graves County Public Library

English

- Carnegie Public Library, Middleboro

English Literature

- Fleming County Library

MEDICINE

- Henry County Public Library

NEGRO COLLECTION

- Louisville Free Public Library

PUPPETS

- Paducah Public Library

REFERENCE

- Breckinridge County Public Library
- Kenton County Public Library

RELIGION

- Crittenden County Public Library
- Adair County Public Library
- Estill County Public Library

SCIENCE

- Wayne Public Library
- Lyon County Public Library

Applied Science

- Lyon County Public Library

SOCIAL SCIENCE

- Marshall County Public Library
- Laurel County Public Library District

SOCIOLOGY

- Adair County Public Library

SPACE

- Henry County Public Library

TRAVEL

- Ridgway Memorial Library
- Metcalk County Public Library

USEFUL ARTS

- Estill County Public Library

NO SPECIAL SUBJECT STRENGTHS NOTED

Menifee County Public Library

Hickman County Public Library

Corbin Public Library

Cumberland County Public Library

John F. Kennedy Memorial Library, West Liberty

Carroll County Public Library

Edmonson County Public Library

Anderson County Public Library

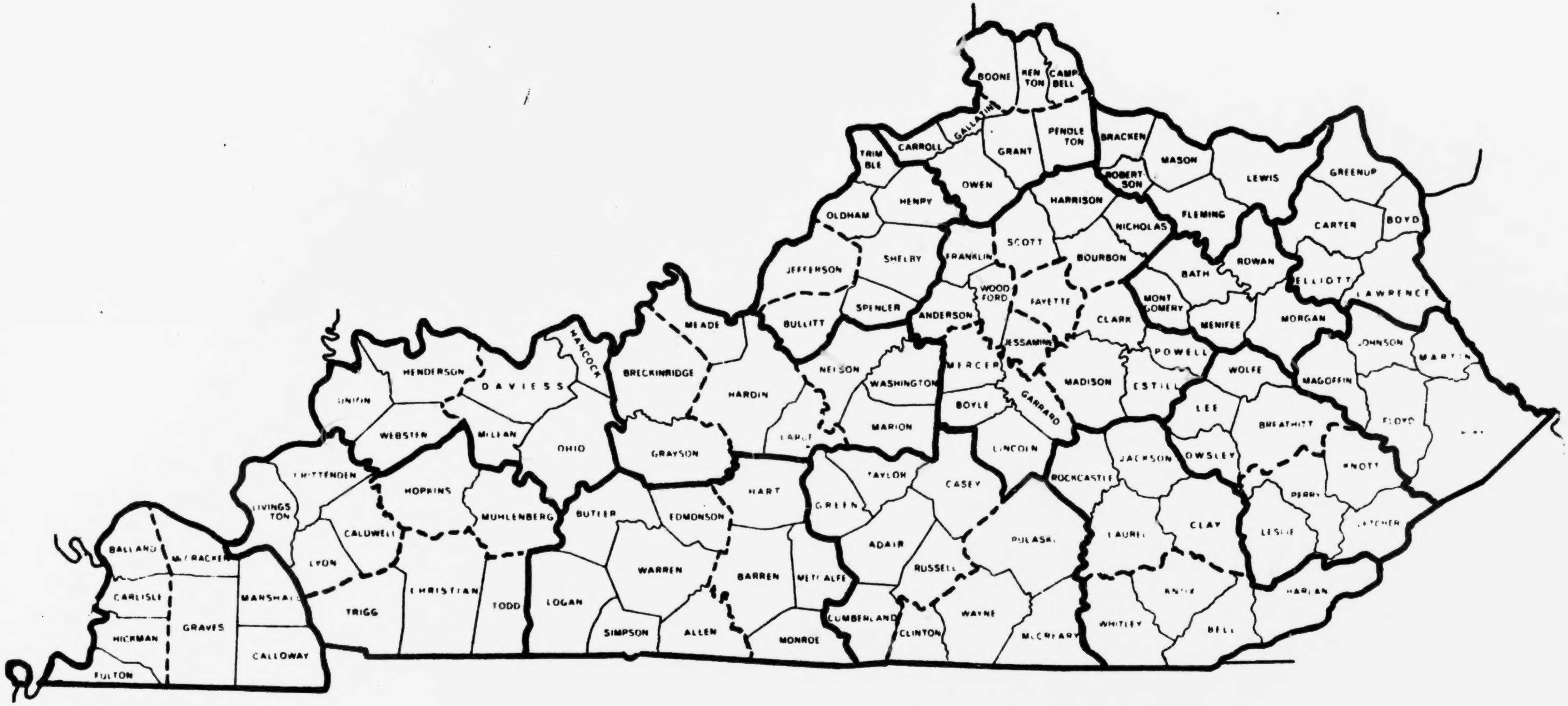
Owensboro-Daviess County Public Library

Union County Library

Grant County Public Library

APPENDIX H

MAP OF OFFICIAL BOUNDARIES FOR PUBLIC PROGRAMS USING MULTI-COUNTY UNITS


BOONE
KENTON
CAMPBELL
GALLATIN
CARROLL
GRANT
PENDLETON
BRACKEN
MASON
LEWIS
GREENUP
BOYD
TRIMBLE
OWEN
ROBERTSON
HENRY
HARRISON
FLEMING
CARTER
OLDHAM
NICHOLAS
SCOTT
FRANKLIN
BOURBON
SHELBY
ROWAN
BATH
ELLIOTT
LAWRENCE
JEFFERSON
WOODFORD
FAYETTE
MONTGOMERY
MENIFEE
SPENCER
ANDERSON
CLARK
MORGAN
BULLITT
MEADE
HANCOCK
JESSAMINE
JOHNSON
POWELL
NELSON
WASHINGTON
MERCER
MADISON
ESTILL
WOLFE
MAGOFFIN
MARTIN
HENDERSON
DAVIESS
BRECKINRIDGE
HARDIN
UNION
BOYLE
LEE
FLOYD
GARRARD
BREATHITT
WEBSTER
McLEAN
OHIO
GRAYSON
LARUE
MARION
LINCOLN
JACKSON
OWSLEY
KNOTT
CRITTENDEN
HOPKINS
HART
TAYLOR
CASEY
ROCKCASTLE
LIVINGSTON
MUHLENBERG
BUTLER
EDMONSON
GREEN
PERRY
CALDWELL
ADAIR
PULASKI
LAUREL
CLAY
LESLIE
LETCHER
BALLARD
McCRACKEN
LYON
WARREN
BARREN
METCALFE
RUSSELL
CARLISLE
MARSHALL
CHRISTIAN
TRIGG
TODD
LOGAN
CUMBERLAND
WAYNE
KNOX
HARLAN
HICKMAN
GRAVES
SIMPSON
ALLEN
MONROE
CLINTON
McCREARY
WHITLEY
BELL
CALLOWAY
FULTON

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Technical Serials in Louisville, compiled by Greater Louisville Technical Referral Center. 1968.

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WASHINGTON • CHICAGO • TORONTO • SANTA MONICA
NEW YORK • MEXICO CITY • LONDON • SAN FRANCISCO